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ABSTRACT

Four volumes present materials and a training workshop on proposal writing. The materials aim to give people the skills and resources with which to translate their ideas into fully developed grant proposals for projects related to educational equity for women. However, the information is applicable to most other funding procedures. The first volume, "The Guide," is available in English and Spanish and consists of the following parts: (1) prewriting phase (developing the idea, selecting a funding source, and preparing to write); (2) proposal writing phase (rationale, plan of action, evaluation plan, management plan, budget, and putting the parts together); (3) postwriting phase (final review, submitting the proposal, and agency response and negotiations); and (4) making the project work (program structure and administration). Checklists and worksheets are included. The second volume, a supplement, contains resource information that is useful in researching and writing a proposal. Keyed to the topics in the guide, it includes resources on funding projects focusing on educational equity for women, sources of background and research data on women, and samples of each proposal component. The third volume, consisting of three successful proposals and reviewer comments, can be used as a model for a fully developed proposal. The fourth volume is a training manual consisting of a 2-day workshop agenda, 13 lesson plans, handouts, and worksheets. Each lesson plan includes purpose, time required, materials needed, and a detailed sample narrative that is annotated with tips for trainers. (SV)

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Volume I: The Guide

DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

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WALTER M. MATHEWS   LISA HUNTER   PATRICIA B. CAMPBELL   MARGARET ROBINSON

Women's Educational Equity Proposal Development Project

RC 019 422

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Center for the Study of
Contemporary Rural Women
P.O. Box 3645
University, Mississippi 38677
Dr. Katharine Rea, Director

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
Dr. John Hemphill, Director

• • •

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DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY
VOLUME I: THE GUIDE

WALTER M. MATHEWS
PATRICIA B. CAMPBELL
Center for the Study of
Contemporary Rural Women

LISA HUNTER
MARGARET ROBINSON
Far West Laboratory for
Educational Research and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary
Peter Relic, Assistant Secretary for Education

Office of Education
William L. Smith, Commissioner

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Staff of the Women's Educational Equity Proposal Development Project are:

Far West Laboratory

Lisa Hunter, Project Director
Margaret Robinson, Co-Director
Donna Bellorado, Associate
W. Pearl Howell, Associate
Annalee Elman, Evaluator
James Bowie, Administrative Assistant
Nancy Dannenberg, Support

Center for the Study of Contemporary Rural Women

Walter Mathews, Project Director
Patricia Campbell
Patricia Christian
Dorothy Baker
Cyndi Wolfe

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Walter M. Mathews
Lisa Hunter
Margaret Robinson

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Introduction

During 1977 and 1978, the Women's Educational Equity Proposal Development Project developed a set of materials and conducted a series of workshops on proposal writing under a contract from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The goal of this project was to give people throughout the country the skills and resources with which to translate their ideas into fully-developed grant proposals for projects related to educational equity for women. The materials and workshops were designed for people who had no experience in writing proposals, and who did not have access to any other such assistance.

Throughout the written materials, we use the term proposal in the general sense, meaning a written document that sets forth in detail an idea for consideration to a funding source. There is a technical difference between two kinds of proposals: a grant application, and a contract proposal. These terms are defined in the section of the Guide on "The Pre-Writing Phase." Although these materials concentrate on the development of a grant application, most of the information is also applicable to contract proposals. Differences are mentioned when appropriate. Likewise, the information given on WEEAP and other programs related to educational equity for women is applicable to most other funding procedures.

The three volumes of printed materials are:

Developing Successful Proposals in Women's Educational Equity

Volume I: The Guide (English and Spanish versions)
Volume II: The Supplement
Volume III: The Swipe File.

Each volume stands alone, but use of all three provides maximum coverage of the topic of proposal writing. An additional aid is a set of audiocassettes of excerpts from some of the workshops that were held around the country.

The Guide is the key volume; it gives an overview of the process of developing a proposal, from conceiving an idea and locating a funding source, through the writing stage to the submission of the proposal to a funding agency. It contains checklists and worksheets for practicing new skills.

The Supplement contains resource information that is useful in researching and writing a proposal. It is keyed to the topics covered in the Guide, and includes resources on funding for projects focusing on educational equity for women, sources of background and research data on women, and samples of each component of a proposal.

The Swipe File consists of three proposals that were funded (two by the WEEA Program and one by the National Institute of Education) and the review comments for each application. This volume can be used as a "model" for a fully-developed proposal, as well as for demonstrating the kinds of comments a proposal reviewer makes.

Glossary

This book begins with a set of definitions of key words and concepts that are used by people in the field of proposal development. Since these terms appear frequently in announcements about grants by government and private funding agencies, it will be useful to you to become familiar with them as you read this Guide.

abstract - that section of the proposal document which provides a brief summary of the proposed project, emphasizing the major objectives and procedures.

administration - a process that involves carrying out management decisions within an organization, using pre-established rules for decision-making.

allocation - the sum that the Administration and the Office of Management and Budget actually put into a program.

appropriation - the sum of money that Congress decides should be devoted to a specific purpose in a given fiscal year (usually much less than the authorization).

authorization - the amount of money that could be spent for a program that has been legislated.

bidders/offerors conference - a meeting between individuals interested in responding to a request for proposal (RFP) and government representatives. At this type of conference, questions about the work to be done will be answered by the government representatives.

block grants - grants made by the Federal government to state or local government. Usually states are required to submit an annual plan explaining how such funds will be used, but they are allowed great flexibility in distributing this money as long as the funds are devoted to fulfilling certain basic purposes.

budget - a management plan for a project, expressed in financial terms. A budget may be written as an objective-referenced budget in which a separate cost can be derived for each project objective; or it may be a line-item budget, in which a cost is shown for each category of expenditure (e.g., personnel salaries, equipment, etc.).

budget cycle - the fiscal year used by the funding source.

capitation grants - funds provided for training purposes. The amount of such funds is based on the number of people to be served.

categorical grants - funds restricted to a certain category of interest, such as child care or services for the handicapped.

construction grants - money for construction, renovation, or expansion of a building or facility.

contract - the instrument for supporting an activity that is initiated by the government, and that performs a specified service or will yield a particular end product for the government. The funding agency exercises considerable direction and control over the performance and timing of the work in a contract. Contracts are solicited by announcements in the Commerce Business Daily. Writing a proposal leads to receiving a contract, whereas writing a grant application leads to receiving a grant.

controlling - in project management, a three-step process involving (1) identifying the problem; (2) selecting a solution to the problem; and (3) implementing the chosen solution to the problem.

cost plan - that portion of a proposal document which presents the plan for expending projected monies. A cost plan is equivalent to a budget.

decision-making - identifying or selecting a course of action from among two or more possible alternative courses of action.

demonstration grants - money given out so that the grantee may demonstrate the effectiveness of a given approach or method to solve a problem. Frequently, demonstration grants are allocated to show how a research technique can be applied more widely or how other groups can benefit from an approach originally designed for one population.

directing - in management, the activity of motivating employees to accomplish their tasks.

evaluation - an activity whose purpose is to verify whether or not the project has achieved its intended process and product objectives.

goal - a broadly stated end point to be reached in the future. In a project, a goal is the identified end product and is at the top level of the work breakdown structure.

grant - the instrument for providing support to an activity that the applicant initiates; but that falls within the guidelines and priorities of the funding program. Government grants are solicited by announcements in the Federal Register. As was explained above, a grant is awarded to those who write successful grant applications, whereas a contract is awarded to those who write a successful proposal.

grant or contract period - the period of time for which a grant or contract is awarded. The grant/contract customarily goes into effect on a specific date and expires on a specific date.

grantsmanship - informal knowledge, skills, techniques, and experience which may be brought to the proposal development situation to help improve the quality of the final proposal document.

internal review - in proposal development, the review of a nearly-completed or completed proposal document for the purpose of obtaining suggestions, criticisms, and approval of persons within the requesting organization. This review is conducted prior to a final revision and submission of the proposal to the funding agency.

legal assurances - that section of a proposal document which presents assurances to the funding agency that the project will observe laws and regulations concerning equal employment opportunity, invasion of privacy, etc. It must be signed by the proper officials and is often simply a printed form.

management - the method of attaining organizational goals by (1) developing a plan; (2) arranging operations in conformity to the plan; and (3) creating an environment that is favorable to the performance of the people belonging to the organization. These three steps are usually referred to as planning, organizing, and directing. It is a process that involves a high degree of uncertainty and unprogrammed decision-making.

management plan - that portion of a proposal document that presents the plan for managing the activities of the proposed project. It usually includes a work breakdown, structure, a work flow, time estimates and schedules, and resource estimates.

matching grants or matching funds - money given to an agency or organization with the expectation that the agency in question will contribute a similar amount of funding for the activity.

milestone - important events identified in the work flow of a project. If these events are not completed on time the project goal will not be attained on schedule or possibly not achieved at all.

negotiation - discussions (which may be written or oral) between persons submitting a proposal and representatives of the funding agency in which differences are resolved concerning the management, cost, and technical plans of a proposal.

objective - statements that specify a desired outcome. The statement can be one which includes a broad area of concern or need or it can specify an extremely narrow concern.

organization chart - that portion of the management information system which shows in graphic form the authority and responsibilities of the project staff and the reporting channels through which information will flow.

PERT - (See Program Evaluation and Review Technique)

planning - the management process of determining objectives, defining and evaluating alternative courses of action, and selecting the course which will most effectively and efficiently achieve the established objectives.

planning grant - funds allocated to support planning, developing the means for carrying out research.

policy - a general statement or rule which guides or channels the process of decision-making. It can be formally stated or a result of practice over time.

principal investigator/project director - person who has overall responsibility for carrying out the project.

problem analysis - the process of identifying and defining a deviation from plan and determining its specific cause.

procedure - a guide to routine actions emphasizing a chronological sequence or a set of practices that are so recurrent and routine as to lend themselves to formalized response.

Program Evaluation and Review Technique (PERT) - a management system for planning and controlling many activities that are related to the accomplishment of an objective.

project - an activity that possesses the following five characteristics: (1) finite in character, with a single goal to be accomplished; (2) complex in nature, involving a large number of tasks; (3) unique in that it involves a one-time-only effort; (4) uncertain as to the path or series of activities leading to the goal; and (5) produces a definable end product within time, cost, and performance specifications.

project grants - money offered solely on the basis of the activity rather than on the basis of the number of people involved.

project management - the activity of managing a project. The activities are classified into four phases of project planning, project preparation, project operations, and project termination.

proposal - a document that can be submitted to a funding agency to apply for the support needed to operate an educational project. The document describes the need for the project, its objectives, and a management, cost, and technical plan for achieving the objectives.

proposal development - the activity of managing the development of a proposal. It is analogous to the management of a project. Proposal development activities are classified into four phases: proposal planning, proposal preparation, proposal operations and proposal terminations.

proposal director - the person who is charged with the responsibility of managing the development of a proposal document.

Request for Proposal (RFP) - a solicitation from a funding agency asking for proposals describing an educational project. Usually the project must be in a specified area of concern.

research grants - funds to test new ideas or to develop new information.

resource allocation - translating an approved plan into a schedule by assigning resources to accomplish the planned activities during a specific calendar period. The process of applying resources toward the accomplishment of a plan, procedure, policy, tactic, or strategy.

resume - a short account of one's career and qualifications that is included in a proposal appendix. It should be written to highlight experience necessary for the work being proposed. Also called a vita.

scheduling - the translation of a plan into a time table showing the specific calendar dates for the start and completion of work and tasks to reach the project goal.

seed money - funds offered to establish or start up a program.

staffing grants - money slated for the hiring of or support of staff members.

target group or population - those individuals who will benefit from the activities proposed in a grant or proposal application.

task - the smallest unit of action in a work breakdown structure. It is a single activity or an element of a work package which uses few resources.

task-event calendar - a tool for planning work and relating activities to time or schedule. In such a chart or calendar, the horizontal axis represents time and the vertical axis lists tasks or activities to be accomplished.

training grants - funds to train staff or other individuals in particular skills.

unsolicited - a proposal originated by the applicant rather than at the specific request of a funding agency.

vita - (see resume).

work-flow diagram - a diagram illustrating the tasks that must be accomplished to achieve a given goal. The tasks are expressed in the order in which they will be accomplished to achieve a project's objectives. The relationship between and among project tasks is also shown.

PART I

THE PRE-WRITING PHASE

PART I

THE PRE-WRITING PHASE

Before you begin writing a grant or proposal, you will need to know techniques for developing an idea, determining whether the idea is fundable and deciding who would be most likely to fund it. This section discusses:

- how to develop an idea through brainstorming;
- how to assess an idea in terms of need, feasibility, and fundability;
- how to find information about Federal, state, and local funding agencies, foundations, corporations, and professional organizations;
- how to select a funding source;
- how to make initial contact with a funding agency;
- how to increase your organization's credibility; and,
- how to find, develop, and use checklists.

Chapter One

Developing The Idea

Your first step in proposing an effective project is to develop a good idea. Many women's organizations have several good ideas but little money to carry them out. The questions you'll need to ask about your idea include:

1. Is there a real need for this new product?
2. Does it have the potential to alleviate the problem or situation with which you are concerned, and can it be implemented?
3. Can you find a funding source?

Often, general comments are the beginning of a fundable project. "We ought to help teachers develop new classroom materials because everything is so biased" could result in a project to produce a non-sexist curriculum-development/workshop package. "Something needs to be done to increase vocational opportunities for disadvantaged teenage girls" could inspire concerned community members to design just such a program.

Brainstorming

Brainstorming is "a group problem-solving technique that involves the spontaneous contribution of ideas from all members of the group" (Webster's New Collegiate Dictionary, 1975). One of the best ways to encourage creative thinking is through a brainstorming session. To organize such a session, bring together five to ten interested people in a comfortable setting. Before you meet, ask them to think about what has to be accomplished in the brainstorming session; for example, if you have thought of a need or a problem in the area of educational equity for women, then you can brainstorm ways to solve or alleviate the problem.

In the brainstorming session, everyone contributes as many ideas as possible that are relevant to the issue or problem at hand. One person acts as recorder and writes down every idea on a chalkboard (or anything big enough for everyone to see what has been written). The major rules of brainstorming are DON'T CRITICIZE and DON'T ELIMINATE ANY IDEA. People need to feel free to make their contributions without the fear that someone won't like them or will think them silly.

Other "rules" of brainstorming that should be presented to the group are:

- the wilder the ideas, the better;
- quantity is wanted;
- combination and improvement are wanted. (Brilhart, 1967, p. 34)

After the brainstorming session is over, the ideas should be organized and assessed. For example, if you started with the question, "What can we do to improve vocational opportunities for disadvantaged girls?" the following ideas may have come out of your brainstorming session:

1. Give them money so that they can go to college.
2. Write a book on apprenticeship opportunities.
3. Develop a model job-training center for non-traditional jobs.
4. Disseminate information about non-traditional jobs.

Your analysis of these four ideas might find #1 unfeasible because of the great cost involved and because of the low probability that just giving out money will increase vocational opportunities. If you plan to apply for funds from the Women's Educational Equity Act (WEEA) Program, you would eliminate #3 because it is not related to education. You might combine #2 and #4 since they both deal with providing information about getting into non-traditional jobs.

You would then have one idea with which to work: Write and disseminate information about non-traditional jobs, including apprenticeship programs.

This idea should be further explored in terms of need, feasibility, and fundability.

Need

When you are asked to examine the need for an idea or proposal, you must document that there is indeed a problem that is not being solved by existing efforts. For example, to show that there is a problem with sex-biased school curriculum, cite the statistics on sex-biased readers and textbooks from studies that have been done; summarize the information that has been written on the damage to children's learning and self-esteem as a result of sex-biased curriculum; and include some personal comments from teachers and students regarding their need for new, unbiased curriculum. This is known as documenting a need.

Feasibility

While documenting the need is a necessary step, it is also necessary to show that the idea has some potential for resolving a problem or at least for improving conditions. In addition, you must be able to demonstrate that the idea can be implemented. To do so, examine the accomplishments of similar programs and see what researchers and other practitioners have discovered concerning possible solutions to the problem. Once you've learned what has been written and done in the area, you'll have a basis from which to work. Since you'll probably not be funded to do something that has already been done by someone else, it is important to do this preliminary search of similar programs in your field.

You should be aware that much of the information and research on possible solutions to problems directly relating to women has been slow in finding its way into libraries and professional journals. You may need to go to non-traditional sources, such as women's centers, women's bureaus, women's caucuses of professional organizations, etc. Annual reports from foundations and government agencies will tell you what projects have been funded during a given year. See The Supplement for addresses and more information on resources.

From your research you should get a sense of the feasibility of your idea as well as suggestions of ways to modify or refine it. You also should find further information to justify whether the idea will work. But keep in mind that the problem you propose to reduce or eliminate must be one that you can work on in a reasonable amount of time and with a reasonable amount of money.

Fundability

If you have a documented need and an idea that is feasible, you are definitely moving in the right direction. However, your idea needs to be fundable; that is, it needs to be of interest to and meet the requirements of some funding source. The best way to know if an idea is fundable is to know what kinds of ideas are being approved by different government agencies, private businesses, or foundations. This can be determined in a variety of ways, but one of the least expensive is to get on mailing lists. Many foundations and government agencies have free publications describing the grants that they have made. By writing to the foundations or agencies and requesting to be put on their mailing lists, you can easily find out "what's being funded." Once you are on mailing lists you also get other useful things: guidelines for writing proposals for the agency, notifications of new programs or deadlines, new regulations for the agency.

Obviously no organization or individual should ask to be on the mailing lists of all foundations and agencies. Concentrate on those funding sources that would seem to be interested in your area. Chapter Two will cover how to determine who and where these funding sources are.

In addition, it is useful to develop informal contacts with personnel from funding agencies in order to keep informed of the direction and changing priorities of the agency. Don't, however, expect to get any detailed information that will give you an inside track--the laws (for government agencies) and rules (for other organizations) are designed to insure fair competition.

CHECKING YOUR IDEA

The following "checklist" (list of questions) will help you determine whether you have finished some of the initial stages of planning a proposal:

1. Have you identified a need for the project?
   - _____ have you identified a specific problem?
   - _____ is the problem not being solved or helped by any existing method?
2. Can you document or give evidence for the need of the project?
   - _____ the statistics show need
   - _____ the review of literature shows need
   - _____ experts(s) in the field have made statement(s) of need
   - _____ people you plan to work with (e.g., students, teachers, community representatives, etc.) have made statement(s) of need
3. Is the project feasible?
   - _____ it can be done in a reasonable amount of time (e.g., one year, two years)
   - _____ it can be done for a reasonable amount of money
   - _____ it can be done with available human resources
4. What are the potential benefits of your project?
   - _____ it impacts upon the maximum number of people in your target group (e.g., women and girls, minority women, women ex-offenders, etc.)
   - _____ it can be replicated or adapted in other locations
5. Your project impacts upon institution(s), agency(ies), department(s) in
   - _____ policy-making
   - _____ resource allocation
   - _____ employment practices
   - _____ program administration
   - _____ program content
   - _____ it can be incorporated into a regular, ongoing program of an institution, community, state, region
   - _____ it facilitates communication and cooperative ventures between and among levels and kinds of education(e.g., a vocational education project focusing on sex role stereotyping at the high school level could work with teachers, students, counselors, state department personnel and potential employers)
6. Is the idea fundable?
   - _____ it meets the requirements of a foundation, corporation or government agency

Chapter Two

Selecting a Funding Source

In the United States today, there are hundreds of agencies that give grants to qualified organizations. Probably your most difficult task in the process of developing a successful proposal is to determine which of these numerous agencies is most likely to fund your idea. It is important to do this task before you write the proposal because funding sources, regardless of whether they are Federal, state or local government agencies, or foundations or corporations, usually have specific guidelines concerning the preparation and submission of proposals. These guidelines often differ from funding agency to funding agency. Unless you know which agency you are writing your proposal for, it is almost impossible to do a good job.

Fortunately, there are many resources that will help you check the characteristics and requirements of various funding sources.

Gathering the Information

Project developers must know and use the basic tools and resources of the trade. The three most important resources for investigating Federal funds are the Catalog of Federal Domestic Assistance, the Federal Register and the Commerce Business Daily. These publications list the array of available Federally-funded programs, announce deadlines and conditions of the competition and contain the appropriate rules and regulations. The proposal writer should have a copy of the law authorizing the program: highlights of Congressional testimony in support of the law can be helpful and may be obtained from your Senator or Congressperson. At a minimum, you should have the regulations, guidelines and application forms before starting to write your proposal.

"The Catalog of Federal Domestic Assistance"

All Federal government funding agencies are listed in the Catalog of Federal Domestic Assistance (CFDA). This very valuable book, which is updated periodically, is available from the Superintendent of Documents, Government Printing Office (Washington, D.C. 20402, $16.00/year). It can also be found in many public and university libraries and at depository libraries (those libraries that have been named as depositories of government documents). The CFDA offers a variety of information about each government funding program, including criteria for eligibility and names of persons to contact for further information. The CFDA also has a subject index, listing the programs by interest areas. An example from the CFDA is included in The Supplement, as are instructions on how to use it.

"Federal Education Assistance Programs"

Federal Education Assistance Programs is an indexed catalog of Federal programs that give funds for projects related to education. This book, which is excerpted from the CFDA, is available from the Superintendent of Documents for $7.30. The most recent edition is dated 1978.

"The Commerce Business Daily" and "The Federal Register"

Information on funds from the Federal government is also available on a daily basis from the Commerce Business Daily and the Federal Register. Both publications are available on a subscription basis from the Superintendent of Documents, Government Printing Office, and are usually available in large public and university libraries.

The Commerce Business Daily publishes a short paragraph describing every Request for Proposal (RFP) that will exceed $5,000; each notice appears only once. The most important section for you is probably the first one, "Services," since most RFPs are listed in this section. The Daily is published five days a week, with a subscription costing $80.00/year.

The Federal Register, which contains rules and regulations governing programs, explains how an agency will carry out the intent of Congress as expressed in a law. The Federal Register also includes guidelines for proposal development, usually covers the evaluation criteria and points allowed for each proposal section, and specifies the exact date and address for submission. The Federal Register is published five days a week and is available from the Superintendent of Documents for $5.00/month, $50.00/year.

If you see an announcement in the Commerce Business Daily or the Federal Register that you are interested in, immediately write or telephone the person listed in the notice and ask them to send you the information about the RFP or the program. It is important to ask for this right away because there is usually very little time between the announcement of an RFP or grant program and the date the proposal is due.

When you ask for information, you will be sent either an RFP, which leads to a contract, or a grant application package, which leads to a grant. Follow the application instructions very carefully, because each program has different regulations and guidelines.

"The Foundation Directory"

Private foundations also have a publication that is comparable to the CFDA. This book, the Foundation Directory, is published by the Foundation Center (888 Seventh Avenue, New York, New York 10019). The Foundation Directory is organized by state, and lists the names, addresses, officers, purposes, activities and financial data of private foundations. The Directory also has a subject index and an index of donors, trustees and administrators. An example from the Directory is included in The Supplement.

Many public and university libraries have the Directory as well as the CFDA on file. The Directory, along with many other useful publications of the Foundation Center, is also available at the Foundation Center's regional collections in most of the country's states, territories and commonwealths. The Supplement has a list of the regional collections and a summary of the types of material contained in them.

"Finding Funds for Programs Related to Women's Educational Equity"

In addition to these publications, there is a book called Finding Funds for Programs Related to Women's Educational Equity that provides useful information about foundations, corporations and government agencies that fund projects specifically related to educational equity for women. It is published by the Women's Educational Equity Communications Network, and is available from the Superintendent of Documents for $2.50 (Order No. 017-080-01835-7).

Other Publications

Unfortunately, there is no summary publication on corporate donors that is comparable to the CFDA or the Foundation Directory. However, corporations from outside your geographic area are very unlikely to give you any money. Concentrate on corporations that employ large numbers of people in your town, county or city, whose employees are likely to benefit from your project.

States often have publications summarizing their funding agencies. You should write to the appropriate state departments, including the state department of education and the state department of human resources, and ask for information about their funding programs. These state departments, located in your state capitol, are usually happy to put you on their mailing lists.

Often it is possible to get money from local governmental agencies, particularly if you live in a city. Contact your city council representative or your city ombudsperson, if there is one, and find out what funding sources might be available for your project.

Check the Bibliography in the Supplement for other recommended resource books on funding.

The Federal Government as a Funding Source

After you have discovered some potential funding sources it is time to get more specific information about them. Since the Federal government is the largest grant agency in the world, with an incredible range of programs, it is certainly a source of interest to you. There are three ways in which government funding is awarded:

1. Project Grants - Project grants are awarded by agencies, under programs authorized by Congress, to organizations submitting proposals that best meet announced program guidelines. The project's design is left to the grant seeker. A grant is a way to support ideas originated and defined by the applicant--usually in a broadly specified area. For the past three years, for example, the Women's Educational Equity Act Program of the U.S. Office of Education has solicited grant applications for the design of unspecified products to promote any form of women's educational equity. Several grants are awarded for each funding cycle.

2. Contracts - the purpose of a contract is to bring about an activity that is predetermined by the funding agency--an identified end under specific terms via an RFP. Awards go to the offeror who is rated as having submitted the best proposal. The writing of this book, for example, was done under a contract: USOE/WEEAP asked for a plan and the costs to meet their advertised scope of work. Compared to a grant, a contract gives the funding agency more control over the supported activity.

3. Formula and Block Grants - States or regions are awarded grants based on economic and demographic variables which have been predetermined. Block grants are made to state education authorities, for example, to assist states in tackling those education problems they consider to be of most importance.

If your potential funding sources are within the Federal government, contact the appropriate agency (listed in the CFDA) and ask for information about any proposals they will be soliciting. Ask, too, whether they are accepting any unsolicited proposals, i.e., one which is originated by you rather than by a specific request from the agency. Most agencies save a small percentage of their funds to spend on unsolicited proposals. However, because the amount of money available for unsolicited proposals is small and the number of contenders is large, the probability of getting an unsolicited proposal funded by the Federal government is slim. You have a better chance of getting an unsolicited proposal funded if you apply to a private foundation.

If agencies are going to solicit proposals, they are required by law to publish a notice about it in the Commerce Business Daily (for contracts) and the Federal Register (for grants). Agencies will send you grant applications automatically if you are on their mailing list. However, you will not automatically receive RFP's, so you must keep checking the Commerce Business Daily and ask for those RFP's you are interested in.

When you receive a grant application packet, it is important to analyze it with the following questions in mind:

1. Do the needs that are to be covered by the solicitation relate strongly to needs that prevail in your own situation?
2. Do you (or can you) have people and facilities adequate to perform the scope of work outlined in the guidelines?
3. Is it possible to prepare a suitable response to the guidelines within the time and other constraints that exist? (Adapted from The Grantsmanship Workplan, 1975, p.7.)

If the answer to these three questions is "yes," then you should seriously consider submitting a proposal. Don't be afraid to call up the agency that is requesting the proposal and ask any questions that you may have. You may be making a good impression on the agency at the same time that you are finding out necessary information.

The following checklist of points may be helpful to you in analyzing an RFP:

1. Is your organization eligible to submit a proposal according to the funding agency's statutes and past practices?
2. What is the time allowed by the agency for completion of the project? Can you do the work in the time specified?
3. Are you competing for a grant to direct the next phase of a project that has been running a year or more? (If so, your chances of being awarded the contract are very small.)
4. Is there any indication given by the agency of the scope of the effort involved (how many staff members, size of budget, etc.)? They may specify the number of person-hours or person-years of effort required, and you will have to compute the amount of money they are planning to spend, using their base rate.
5. Are the expected results of the project clearly spelled out? (If they are, you will have less freedom to be creative. If they are not, you will have more work, but you will also have more freedom to use your creativity.) (Adapted from The Grantsmanship Workplan, 1975, p. 32.)

In order to maintain your perspective on the amount of Federal money often mentioned as available for projects, keep in mind what Charles Achilles calls the "AAA phenomenon" -- that is, remember the differences among authorize, appropriate, and allocate. As the Glossary explained, an authorization is that sum stated in the legislation that could be spent ("there is hereby authorized to be appropriated...") whereas an appropriation is that sum which Congress decides should be devoted to a specific purpose in a given fiscal year. Appropriations are usually much less than authorizations since members of Congress may vote for a bill-and the authorization--but not for the appropriation. As a result, acts may be passed without funds to back them up. In contrast to authorization and appropriation, allocation is the sum the Administration and the Office of Management and Budget actually put into a program. The grantsperson must estimate or know how much will be spent for a program in a given fiscal year; all the funds that are allocated are not usually available--some will support continuation projects or will be earmarked or set aside for special activities. (Achilles, Crump and Moss, 1977, p. 4.)

State and Local Governments as Funding Sources

When you contact state and local officials, ask if you are eligible for funding under a block grant from the Federal government. These block grants are distributed to state and local governments for specific purposes, such as social service programs. An example of a block grant is Title XX of the Social Security Act; this grant is administered by the state department of public welfare to provide social services to low-income residents. In the past, such projects as job counseling centers for women have been funded under Title XX. Your state department of public welfare will have information about how your state and local Title XX money will be spent.

Foundations as a Funding Source

Before selecting a foundation as the funding source of your project, be aware that foundations only give money to organizations that are non-profit and tax-exempt. Your group may apply for tax-exempt status by filing form 1023, Application for Recognition of Exemption, with the Internal Revenue Service. Form 1023 is long, but it is not that difficult to fill out and can be completed without a lawyer's help. The Tax Exempt Organization Office of your regional Internal Revenue Service will be glad to help you fill out the forms. It does not cost you any money to apply for tax-exempt status but the process does take several months. Keep in mind that organizations that devote a substantial part of their effort to lobbying for legislation are NOT eligible for tax-exempt status.

After you have received tax-exempt status, you should apply for an exemption from state sales, use and excise taxes. Usually this procedure involves filling out a form provided by your state department of taxation and filing that form with a copy of your organization's by-laws and the letter from IRS that gives you tax-exempt status. You will then be given an exempt organization permit and number and will not have to pay any sales or use taxes on things to be used by your organization. Contact your state department of taxation, which is located in your state capitol for more specific information and for copies of the forms you will need.

If your organization does not yet have tax-exempt status or does not intend to apply for it, you may want to submit your proposal through an existing non-profit tax-exempt organization that is willing to sponsor your project. Most churches, charities, service organizations, and educational institutions have tax-exempt status. If you decide to go through another organization, make sure that you and your sponsor have agreed in writing as to what the sponsor's role will be, before you submit your proposal.

Once you have begun the process of applying for tax-exempt status, consider the five different types of foundations and decide which best meets your needs:

1. National/General Purpose Foundations: As the name implies, these foundations are interested in projects with a national scope, pilot or demonstration projects, and popular programs that will draw attention to the foundation. These large funding agencies, such as the Ford and Carnegie Foundations, award about half the money that comes from foundation grants. They seldom make awards designed to cover the operating expenses of a project another agency has funded, or grant funds for the extension of old projects.

2. Community Foundations: This is your best bet for getting local programs funded. Community foundations are usually glad to give out information on their granting programs. The Cleveland Foundation is the largest of these (see The Supplement for more information). Check the Foundation Directory, which is organized by state, to see if there's a community foundation near you.

3. Special Purpose Foundations: The crucial question here is whether you fit into their category, because these foundations fund only programs that reflect their special interests. The Farm Foundation, for example, has the goal of improving the conditions of rural life, while the Whitely Foundation limits its program to providing a business education to needy students of Ingham County, Michigan.

4. Corporate Foundations: These foundations are extensions of profit-making corporations and as such, are interested in funding local impact programs that will help the parent corporation's image in the community. Examples are the Schlitz Foundation and the Bristol-Meyers Fund.

5. Family Foundations: These foundations are usually small and controlled by the donor or the donor's family, with their interests reflected in the foundation's granting priorities. Frequently there are specific geographical boundaries on the limited granting policies of these foundations. (Adapted from Conrad, 1976, pp. 10-12.)

If some of your potential funding sources are foundations, the easiest way to find out more about them is to write and ask them for a copy of their annual reports, and a list of funding priorities or plans, if one is available. The larger foundations will be glad to mail you a free copy, but some of the small foundations may request that you come to their offices and read the reports they keep available. Also, all foundations with gross assets of $5,000 or more are required by Federal law to file a Form 990-AR explaining how they distribute their money. The regional collections of the Foundation Center (listed in The Supplement) have microfiche copies of the 990-AR forms from all the foundations that are required to file information on their funding activities.

The kinds of information you will need to learn about a foundation include:

1. What is its full legal name and proper mailing address?
2. Is it a community foundation or a private foundation?
3. What are its current priorities and interests?
4. How much money is available?
5. How large is the typical grant?
6. What kinds of projects have been funded?
7. What limitations are specified in the guidelines?
8. What are the application procedures and deadlines?
9. Who is the contact person?
10. Who are the officers and trustees?
11. Is there a possibility for renewals? (Adapted from Emmons, 1976, p. 5.)

You should be aware that foundations do not like to be used as a supplement to public funds and do not usually consider funding programs for which there is public money available. In education, for example, foundations are often interested in funding programs that incorporate one or more of the following themes:

- Demonstration projects, to establish the effectiveness of a concept or program which will then be picked up by larger sources of Federal funding or integrated into existing educational programs;
- Consortia, or programs which foster inter-agency cooperation and sharing of resources;
- Seed grants, to get a promising new program off the ground;
- Research programs, which add to the body of knowledge in certain fields of interest to foundations;
- Resource centers, which can serve many schools;
- Projects that spread the word about particularly effective or innovative programs;

- Curriculum development, which has broad-scale application;
- Special-need populations, such as minorities or the disabled.

Professional Organizations as a Funding Source

Professional organizations are another possible source of funds. For example, the American Federation of Teachers and the National Education Association occasionally hold small grant competitions for teachers. Such organizations as the Society for Psychological Study of Social Issues also award small grants. In some cases you have to be a member to apply; in other cases, you don't. Your best bet is to contact the organizations that you think might be interested in your ideas and ask them if they have any money available for grants. There is a three-volume publication entitled The Encyclopedia of Organizations that lists a majority of currently existing organizations. The National Trade and Professional Associations of the United States and Canada also provides a list of organizations. The Women's Action Alliance (370 Lexington Avenue, New York, NY 10017) publishes a directory of organizations which fund women's programs. Finding Funds for Projects in Women's Educational Equity, described earlier in this chapter, lists major funding sources for programs on women's educational equity.

Colleges, Universities or School Districts as Funding Sources

If you are affiliated with a college, university or school district, you may want to consider them as a funding source. Many educational institutions, particularly public ones, have some money available for public service programs and are willing to co-sponsor workshops, conferences and other public service efforts. They may also give small grants for faculty members and students to do research. Contact your schools' division of public service or development office to find out what monies the institution may have.

Also, educational institutions will occasionally provide seed money to faculty members and students. Seed money is a small grant to cover at least part of the cost of writing a proposal. If the university or district thinks your idea is fundable, it may give you money, staff and release time to assist in the proposal writing. If the institution gives you seed money, you will have to submit the grant through its channels. The dean or vice-president of a university, or grants officer in a district, is the best person to talk with about seed money.

Community Organizations as a Funding Source

Seed money might also be requested from community organizations (churches, United Way), service clubs (Business and Professional Women), and local banks and industries. When requesting seed money, be specific about the amount of money or the kind of support that is needed. If the organization is not willing to part with money, ask for the loan of a typist, a typewriter, a copy machine or free consultant help. Your presentation for seed money should be short, informal, specific and made to someone in a decision-making position of the organization. This presentation can provide a good first opportunity to try out your ideas and get some money and support.

Although the task of narrowing down funding sources seems arduous, it has rewards. The things you learn now will increase your chances of getting funded both now and in the future.

Chapter Three

Preparing To Write

Now that you have your idea and you have some leads on potential funding sources, it is time to refine your idea.

Some questions that need to be addressed are:

1. Does your idea differ from similar projects? If so, how?
2. Do you have a sound theoretical and practical basis for your idea?
3. What specifically is it that you want to do and how does this match what you must do to get the grant?
4. Can your idea be generalized or can the results be easily used by others?
5. About how long will it take you to implement your idea?
6. Is it probable that your idea will work given the known restraints?
7. What are your plans for evaluation?
8. How much will your project cost?

When you have answered these questions, there are several more steps that precede actually writing the proposal.

Preapplications

Sometimes a preapplication or letter of intent is required before you submit your full proposal. A preapplication is made up of three to ten pages of narrative whose purpose is to outline the project. The preapplication usually includes the following information:

Official Application Form

- The name of the applicant's organization;
- The name and address of the person who will be in charge of the project;
- The title of the project.

Narrative Information

- A brief statement of need (what the problem is and why it is important);
- A brief statement of objectives (what you hope your project will accomplish);
- A statement of how the objectives will be met.

If you are applying to a foundation or a corporation, your chances may improve if you can get an appointment with an official of the funding agency to present your preapplication personally. Appointments are often easier to get if you have an introduction from a board member of the funding agency or from a person who had successfully completed projects funded by that agency in the past. Inquire of your colleagues who are working in the same field whether they know anybody in the foundation or agency.

Before your appointment with the official, plan and rehearse your presentation. Try to anticipate questions that may be asked and be prepared with answers. You may want to role-play or act out the interview with members of your organization.

It may be useful to you to know the background (and possible biases) of program or project officers of a foundation or agency that you want to approach. You might check for their names in membership directories of professional organizations related to their responsibility (and the index of the published proceedings of those organizations' annual meetings to see how they have contributed). Experienced or senior staff members might be found in biographical volumes like Who's Who.

During the meeting be brief, be honest and be friendly. Make sure that you get feedback on your proposed project and that you are clear about the agency's guidelines, restrictions and deadlines. If you are asked a question you can't answer, say so and ask if you can get back to them later with the information. Some people suggest that you use visuals (charts, graphs or photos) and audio tapes, but in a short, small, informal meeting, these tend to make person-to-person communication difficult.

Throughout the meeting, remember that you are dealing with people with feelings, sympathies and concerns. Your job is to get those concerns directed toward your project.

Establishing Credibility

If you are a new organization or an individual who has not yet received funding, it is important that you establish some credibility. Some funding agencies may be leery of funding an organization that has not already successfully completed grants or contracts. It is necessary to convince people of your capabilities. One way to do this is to establish a Credibility File. This file might be a loose-leaf binder with labeled tabs for quick access. It might include:

- Resumes of principal staff members;
- Letters of endorsement;
- A copy of publicity about yourself or your organization;
- Financial statements on projects (an audit by an accountant is helpful);
- Brochures describing your organization;
- Quotes from experts supporting the value of what you are doing;
- A copy of publications by staff members about the organization or the project.

Your Credibility File can be taken with you to interviews. Also, relevant parts of it should be incorporated in your proposal.

Another way of establishing credibility is by having a board of directors or an advisory committee that includes leaders in your community and experts in your field of interest. If these people are interested in acting as working members of your board committee, they can be very valuable resources. Before you approach potential board committee members, be sure that you are clear on the role you would like them to play in the organization.

Use of Consultants

Consultants can be used as both resource people and sources of credibility. They are particularly useful on aspects of the project for which you or your organization has little competence.

While many projects hire consultants to help during important phases of implementing a project, few people appear to take advantage of such expertise before the proposal is written. This is actually the best time to use them. If you wait until after the project is underway many decisions will have been made that place restrictions on the kinds of recommendations the consultants can offer. By involving them before the proposal is submitted they may identify and offer solutions to difficulties that you had not yet recognized.

Obtaining the services of a consultant may prove to be expensive, although some might contribute their efforts for a promised role if the project is funded. Check to see what the cost will be. Finding a consultant may be a stumbling block for some groups interested in submitting a proposal. Suggested sources of consultants include college and university personnel; state department personnel; home extension agents, welfare and health department personnel; local educational personnel, including administrators, teachers, and parents; public service organization leaders and community leaders.

Use of a Checklist

At this point in your planning, consider using checklists to help you write your proposal. Checklists offer help to budding (and experienced) proposal writers by serving as guides to what should be and what has been included in the proposal. There are two types of checklists. The first, and most frequently used checklist, is a standard one composed of items like, "Does the statement of the problem lead logically to the statement of the program objectives?" This type of checklist can be used by many people writing a variety of proposals. Although there are many different standard checklists, they have things in common. The following is a standard checklist that has been found useful in proposal writing. Before preparing the final draft of your proposal, test it against this checklist.

General Checklist

1. _____ Have you identified what the needs are and who will benefit?

2. _____ Did the assessment of needs involve those who are both directly and indirectly affected?

3. _____ Have you cited sufficient evidence to support your request?

4. _____ Have you set realistic goals?

5. _____ Have you defined your problem clearly?

6. _____ Have you determined the best solution by examining possible alternatives?

7. _____ Does your proposal stick to the point and not contain extraneous material?

8. _____ Have you checked spelling, grammatical usage, neatness of appearance?

9. _____ Have you answered the questions what, why, when, and by whom in your proposal?

10. _____ Have you included all necessary documents to support your case?

11. _____ Have you provided information to support the credibility of your organization or yourself?

12. _____ Have you suggested how the program will continue after the grant runs out?

13. _____ Have the appropriate people in your organization signed the proposal?

(U.S. Department of Labor, 1975.)

The second type of checklist usually is developed by the proposal writer for a specific funding agency and is based on the specific criteria for evaluation provided by that funding agency. Criteria for Federal programs are published in the Federal Register while the guidelines of other funding agencies are found in a variety of sources. Usually when you indicate to an agency that you are interested in submitting a proposal, that agency will provide you with its evaluation criteria. After receiving the criteria you can then develop your checklist. For example, the Federal Register for June 28, 1977 has several pages of criteria to be used for evaluating grant proposals submitted for 1978 to the Women's Educational Equity Act (WEEA) Program. Those criteria could be developed into a checklist such as the following:

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM CHECKLIST FOR 1978

	CRITERIA	POINTS	% OF TOTAL
I.	Applicant Qualifications		
____a.	Relevant experience of applicant in women's educational equity	10	4.5
____b.	Relevant experience of applicant in programmatic focus	10	4.5
____c.	Staffing pattern of project and applicant organization reflects evidence of commitment to educational equity for women, including women from minority groups	15	6.8
____d.	Relevant experience of project director and staff in women's educational equity	10	4.5
____e.	Relevant experience of project director and staff in programmatic focus	10	4.5
____f.	Applicant commitment to project success	10	4.5
____g.	Applicant capabilities to conduct the project (including facilities and resources)	10	4.5
		75	34.0%
II.	Need and Impact		
____a.	Critical need identified	10	4.5
____b.	Results have potential for use as a model throughout nation or throughout population groups	10	4.5
____c.	Understanding of goals, values and priorities of special groups	15	6.8

_____ d.	Well-designed validation procedure	10	4.5
_____ e.	Approaches for dissemination and utilization	10	4.5
		55	25.0%
III.	Plan of Operation		
_____ a.	Achievable, assessable objectives	15	6.8
_____ b.	Adequate evaluation of activities	15	6.8
_____ c.	Management design including decision-making process and rationale	15	6.8
_____ d.	Input of practitioners, theoreticians, potential participants and community	15	6.8
_____ e.	Reasonable, justified budget	10	4.5
		70	32.0%
IV.	Geographic Location of the Project	20	9.0
			100.0%

From this checklist you can see the specific criteria that are used for evaluation, and the weight given to each criterion. A checklist such as this one helps you keep in perspective what the reviewers will be looking for. If they are going to put a major emphasis on an applicant's qualifications, then your proposal should also do so. (Applicant refers to the organization or group.)

Both types of checklists can and should be used together. One will give a check of important general items while the other will give you a check of those specifics that your particular funding agency wants.

You can use checklists in several ways:

1. As each section of the proposal is written, check off the comparable section of the checklist, in sequence.
2. After a draft of the entire proposal is written, compare it to the checklist, point by point.

However you use checklists, be sure that you check off (in the space provided) each part of the checklist that describes a section of your proposal. Scanning a checklist and "feeling sure" that everything is covered just doesn't work. Careful checking is necessary to insure that the important parts of your proposal are all there. Your success in getting grants depends upon your giving systematic attention, NOT just to what you want, but more importantly, to how your proposed project fulfills the needs of the agency granting funds.

On the following pages we have reprinted the 1978 regulations for the Women's Educational Equity Act Program. It is annotated to help you use it. These regulations are similar to those of other Federal agencies.

Please note that these regulations are for the 1978-1979 funding cycle and are therefore obsolete. New regulations for the WEEA Program are being developed at the time of this printing. Be sure to obtain a copy of the new regulations and grant application package from Dr. Leslie Wolfe, Director, Women's Educational Equity Act Program, 400 6th Street, S.W., Room 1100, Washington, DC 20202.

Priorities that have been identified for new grants to the WEEA Program are:

1. Model projects on Title IX compliance--(both the letter and the spirit of the law). 25% of allocated funds.
2. Model projects on educational equity for racial and ethnic minority women. 25% of allocated funds.
3. Model projects on women's educational equity for disabled women. 10% of allocated funds.
4. Model projects to influence leaders in educational policy and administration. 10% of allocated funds.
5. Model projects to eliminate persistent barriers in educational equity (e.g., vocational education, educational administration, physical education). High-risk, high-potential projects. 25% of allocated funds.
6. Other authorized activities. 5% of allocated funds.

OBSOLETE

federal register

TUESDAY, JUNE 28, 1977

PART IV

Critical words are circled such as must, require, shall, and dates, amounts.

Important items are underlined and important passages are [bracketed.]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

OBSOLETE

NOTE { Read "Comments" and "Responses" to get a "feel" for program philosophy or position on various points. The OFFICIAL or FINAL Rules/Regs. start on p. 33009 or p. C-5 of the packet.

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 160f—WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY: Office of Education (OE) HEW.

ACTION: Final regulations.

SUMMARY: This document amends the regulations as required by the Education Amendments of 1974 to simplify the language, simplify the preapplication process, eliminate priority areas for general grants and adjust evaluation criteria and the basis for award decisions.

EFFECTIVE DATE: Pursuant to section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions thereof concerning congressional action and adjournment.

FOR FURTHER INFORMATION CONTACT:

Dr. Mary Jane Smalley, U.S. Office of Education, Room 2145, 400 Maryland Avenue SW., Washington, D.C. 20202 (202-245-2181).

SUPPLEMENTARY INFORMATION:

BACKGROUND

The Women's Educational Equity Act Program is a discretionary program in the Office of Education authorized by the Education Amendments of 1974, Pub. L. 93-380, with a stated purpose to provide educational equity for women. This is defined in the regulation as including both the elimination of inequity which prevents full and fair participation by women in educational programs and in American society generally and the achievement of responsiveness by educational leaders and other personnel to the special educational needs, interests, and concerns of women arising from inequitable education policies and practices.

The Act authorizes activities at all levels of education: Preschool, elementary and secondary education, higher education, and adult education. The Act provides likewise for an extremely broad range of program activities: The development, evaluation, and dissemination of curricula, textbooks, and other educational materials; training for educational personnel; research and development; guidance and counseling activities; educational activities for adult women; educational programs for women in vocational education; career education, physical education, and educational administration.

Both grants and contracts may be awarded in the areas listed above. In addition to general grants in these areas, the statute authorizes a program of small grants, not to exceed $15,000, in order to support innovative approaches to the achievement of educational equity for women. In the first year of program operation, contracts were awarded for two major national activities: technical assistance in the implementation of Title IX of Pub. L. 92-318 and a communications network to provide a wide range of information services to individuals and institutions.

The law specifies that public agencies, private non-profit organizations, and individuals are eligible for awards under the program.

PUBLIC RESPONSE TO THE NOTICE OF PROPOSED RULEMAKING

In contrast to the large numbers of comments received on the Advance Notice of Proposed Rulemaking published on October 21, 1976 (41 FR 46576-78), only eight written comments were received on the Notice of Proposed Rulemaking. Hearings were conducted in ten locations across the country. They were generally well attended (a total of 350 persons) and provided an opportunity for extensive dialogue between the Office of Education and participants. Two issues were raised quite frequently: (1) The unrealism of the deadlines for preapplications and applications, and (2) the disastrous effect of making grant awards as late as September or October to projects which work in or with educational systems. Neither can be remedied in the regulation. The Office of Education plans to address them in administering the program. Some formal comments on the regulations were made at the meetings and are considered with the written comments in this preamble. The National Advisory Council on Women's Educational Programs reviewed the proposed rule and provided its comments in writing to the Commissioner.

The overall reaction to the regulation was that it was a substantial improvement over the regulation used in the first year of the program. Commenters praised the increased flexibility, the elimination of priorities, reduction of jargon, addition of definitions, and simplification of the preapplication process.

The following specific comments were made either in writing or at the hearings. After the summary of each comment, a response follows stating changes which have been made in the regulation, or the reasons why no change is deemed appropriate. The comments appear in the order of the sections of the final regulation. There are no significant differences from the Notice of Proposed Rulemaking which was published in the FEDERAL REGISTER on April 1, 1977 (42 FR 17700-11).

GENERAL

Comment. Concern was expressed about the difficulty in coping with Government regulations and forms for persons and organizations which have had no previous experience. Although the WEEA regulation was commended for its improvement over the previous regulation in this regard, some commenters indicated that the problem still exists. One commenter asked that the regulation be simplified into one page. Another commentor recommended various outreach efforts to reduce fear of the application process and commended the regional hearing in which the comment was made for helping to do just that. One commenter differed in attitude to the regulation and the criteria and described herself as a "satisfied customer," though by no means a professional grantsperson.

Response. Several steps have already been taken to respond to these concerns. First, the revision of last year's regulation was deemed imperative, though it meant a late announcement of the competition, minimum time before application deadlines, and no awards possible before September—all serious issues. Secondly, hearings were conducted at ten locations throughout the country and were judged helpful in providing technical assistance. In addition, other efforts to deal more specifically with the problem are currently being planned to enable persons to work with regulations with greater ease. At the hearings, persons working for educational equity for women repeatedly made requests for assistance to gain expertise in both project and application development.

SECTION 160f.1(e) TEXTBOOKS AND CURRICULAR MATERIALS

Comment. One commenter noted that this paragraph had been altered slightly in punctuation and wording. Although advised by legal counsel that the revision did not change the substance, the commenter requested confirmation in the preamble that the change was technical only, was not meant to be substantive, and should not be interpreted as signifying a dilution of the provision's original intent.

Response. The commenter is absolutely correct. The change was solely editorial and has no impact on the intent or meaning of the statement.

SECTION 160f.2 DEFINITIONS

Comment. One commenter asked for clarification between "target population" and "population groups."

Response. A definition of "target population" was included in § 160f.2 of the regulation. Population groups are defined in § 160f.3(d) where the regulation states that a project may focus on the approach to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian). "Target population" appears in §§ 160f.7(c)(2)(ii)(B), 160f.8(c)(2)(iii) and (3)(ii); "Population group(s)" appears in §§ 160f.3(d), 160f.8(c)(2)(iii) and (3)(iii), and 160f.10(a)(2)(i)(B) and (ii).

Comment. One comment indicated that the use of "validation procedures" in the regulation is difficult for persons not familiar with such terminology.

Response. A definition of validation as it is used in the WEEA Program has been added. It includes both a general and a more technical description.

This was given as an important reason why some prior projects were NOT funded

SECTION 160f.3 NATURE OF PROJECTS

Comment. Several commenters welcomed the use of a synonym for "capacity building." With two exceptions, the continuation of the concept was endorsed by all who commented. One commenter questioned whether any model can be replicated and whether anyone will ever use anyone else's materials. One comment raised the issue of continued advisability of emphasizing "products" with a potential "future impact" instead of supporting projects likely to have a broad immediate impact, regional or nationwide.

Response. Projects likely to have a broad immediate impact, regional or nationwide, would appear to meet the requirements for the "development of model programs and products." In view of the scope of the Act, the extent of the need, and the limited funds available, the Office of Education is not prepared to change this policy in order to provide assistance funds for the benefit of individuals and local groups. No change has been made in the regulation.

Always keep dissemination in mind; It is required in CFR 100a.26

Comment. A number of commenters addressed the issue of dissemination. They cited the priority it must be given in this program if national needs in the area of educational equity for women are to be met and if the purpose of the program requirement for the development of model programs and products which can be used in other places is to be fulfilled.

One commenter requested the addition and clarification of information on the role and responsibilities of the grantee and of the Office of Education regarding dissemination.

Response. The importance of dissemination is well understood. A contract to manage the dissemination of programs and products developed under WEEA has been issued. A reference to it appears in § 160f.14(b)(3). References to "applicants and others" have been deleted in §§ 160f.8(c)(3)(v) and 160f.10(a)(2)(iii)(B).

SECTION 160f.5 DURATION OF PROJECTS

Comment. A few commenters asked why all the grants were not multi-year awards. Two reasons for the comment were given: the need to provide greater opportunities for new people to start new things as well as the fact that projects concerned with the deeply embedded beliefs and practices related to sex bias require time to develop and test.

Response. The policy decision that a substantial proportion of the awards would be for single-year projects was made to ensure that new funds would be available in subsequent years to start new projects. The encouragement of one-year projects also reflects recognition by the Office of Education that many individuals and organizations had already been doing excellent work in educational equity for women and WEEA funds for one year might complete these efforts and make their results available as quickly as possible. The demand for quick, demonstrable results comes from people throughout the country as well as from the Congress, the Department, and other officials in the Executive Branch.

SECTION 160f.7 PREAPPLICATIONS

Comment. Many commenters endorsed the three-page preapplication and simplified information required. One comment questioned the validity of using the preapplication process unless all applicants are required to use it as a condition for submitting an application. Several commenters expressed negative views on the preapplication, its usefulness to applicants, and its costs to the Government.

Response. The policy of the Department of Health, Education, and Welfare presently does not allow the Office of Education to reject or prejudice an application if it is submitted on time for a published closing date for applications solely because the applicant did not previously submit a preapplication. Nor does the Department of HEW permit the rejection or prejudice of an application if the preapplication was considered to lack potential to compete successfully with other applicants. Within these constraints, the Women's Program Staff responsible for this program found last year that most applicants did use the preapplication process and did follow the advice about whether or not to submit a full application. Some applicants who did not submit preapplications and some who were not encouraged to submit an application did submit applications, and some of both types were funded. The Commissioner believes that the purposes of the preapplication process, so heavily endorsed by the public in the comments received last fall on the Advance Notice of Proposed Rulemaking, can still be achieved within the present constraints.

All previous commenters have viewed the preapplication process as a method to save resources for applicants as well as for the Government. The Commissioner will consider the new comments in decisions for future years about using the preapplication. No change has been made in the regulation. It does not require preapplications, but only describes the conditions which apply in any fiscal year if the Commissioner exercises the option to include use of the preapplication in the competitive process.

On the basis of this year's experience, the final regulation provides that the program narrative of a preapplication may not exceed five pages.

SECTIONS 160f.7(d) AND 10 EVALUATION CRITERIA)

Comment. In general, most commenters expressed the view that the evaluation criteria were clear and would reasonably measure factors important to the success of projects in this program.

Several commenters, however, believed that too many points were assigned to the previous experience in educational equity for women either of the applicant or of the proposed director and staff. One comment noted that this practice would defeat the purpose of the Act "because not that many people or institutions can have experience at this time." Other commenters expressed the view that the emphasis on previous experience, in addition to the quantity of one-year-only projects, made it impossible for new people with new ideas to compete successfully. One commenter said that the weight given to applicant qualifications placed school districts at a competitive disadvantage and denied them the opportunity for staff development. One commenter stated that the points awarded for applicant qualifications were particularly out of balance to the minimal weight given to evaluation, a very important element in the success of the project and of the national program.

Other commenters took the opposite view: that people and organizations which have been working for a number of years in this field would be more efficient and therefore more productive and should be rewarded for previous efforts by this program.

Response. The number of points awarded for previous experience in educational equity for women of the applicant and of the proposed director and staff is consistent with the program's major goal of developing and disseminating model programs and programs which are tested for effectiveness. Logically, the program must seek the most competent and committed applicants and personnel to undertake such tasks.

The weight given to these factors is also consistent with the advice which has been received in the Office of Education since the early formulation of the WEEA Program emphases. Individuals and organizations have repeatedly recommended that previous efforts in educational equity for women be considered.

Applicants and personnel who are inexperienced in this area are not excluded from competition. Applications may obtain high scores, despite weaknesses in experience, if the application is strong in the many other factors which are considered in the evaluation criteria.

Comment. One comment identified an area of concern regarding the evaluation of applicant qualifications by reviewers. The commenter recommended that every effort be made to eliminate stereotypes of professional fields or disciplines, stating: "Some professional fields which have historically been composed mostly of women have had to battle such subtle and unrecognized forms of discrimination associated with stereotyping. We are not asking that special consideration be given any field. We encourage special efforts to see that stereotypes do not get in the way of accurate interpretation of information in proposals."

Response. The point is well taken. In the future, the instructions to reviewers will include a reminder to them to be alert to possibilities of such stereotyping and to honor fully the diversity of approaches to educational equity for women which is recognized by the program regulation.

Every effort is made to obtain knowledgeable reviewers who are sensitive to aspects of discrimination and stereotyping in this field. Under the Office of Edu-

cation's procedures for the review of grant applications, reviewers must score applications in accordance with priorities and critera, explanations and instructions, and solely on the content in the application. Further, the reviewers are to score solely on the basis of their best judgment and to the degree to which the application meets the criteria.

No changes have been made in the regulation on the number of points awarded for applicant qualifications.

Comment. Two respondents objected to the proposed criterion for review of applications in § 160f.10(a)(vi). The criterion concerns the applicant's commitment to the project, through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant. The respondents argued that (1) the level of cost sharing is not relevant to an applicant's qualifications; (2) the criterion sought to do indirectly what the Government could not do directly; i.e., influence indirect cost rates; and (3) cost competition is inconsistent with the purpose of grants because it gives an unfair advantage to wealthier institutions.

Response. The sole purpose of the subject criterion is to permit consideration of an applicant's commitment to the project. OE has found this to be an important ingredient in predicting a project's success. Moreover, cost sharing is not the only measure of the applicant's commitment to the project. An applicant which proposed no financial contribution to the project could still earn the maximum number of points assigned to this criterion by demonstrating procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant.

Further, funds available for the program are severely limited. Under these circumstances it is entirely appropriate in weighing equally meritorious applications to consider and give some weight to the Department's share of the costs and therefore the number of projects that can be funded. If a wider variety of projects can be supported, the Federal assistance has potential for a greater impact in carrying out the program's purposes.

In order to make it clear that the ability to cost share is not one of the applicant's "qualifications," the subject criterion has been deleted from § 160f.10(a)(1) Applicant Qualifications and inserted in § 160f.10(a)(2) Need and Impact. Also, the objection to language designed to influence indirect cost rates is well taken. No such intent is expressed in the final rule.

Comment. Several comments addressed the issue of geographical distribution of awards in § 160f.10(a)(4): Were there State allocations? Why did so many awards go to the South and West last year? Will funds be available on a regional basis as last year or is it going to where the best request comes from?

Response. There are no State or regional allocations. The law requires "appropriate" geographical distribution, but not any specific distribution according to population. The "South" and the "West" did not receive a disproportionate number of grants last year.

The provision in the regulation states that up to 20 points may be awarded in order to have an appropriate geographical distribution of project awards. If an application receives a low score, however, the addition of 20 points based on geography would not bring it into the competitive range. No change has been made in the regulation.

SEC. 160f.12 GENERAL GRANTS

Many commenters endorsed the elimination of priority areas. One commenter, however, did not understand how the program could have changed its plans after publishing the Advance Notice of Proposed Rulemaking last October which identified the preschool level and rural and minority populations as proposed priorities. One comment expressed understanding of the rationale for not identifying rural populations as a program priority but expressed concern that in all areas of program decisions, particularly dissemination, attention should be given to the special problems of rural areas. The commenter also noted that the HEW regional offices are all in urban areas and do not always communicate adequately with their rural constituents.

One commenter asked if all projects had to focus on poor, rural, or minority women, an impression the person has received from the description of projects in last year's annual report.

Several commenters expressed concern that with no priorities, the program gives no credence to the fact that educational equity for women impacts on different women in different ways. A comment recommended that the program set priorities on the needs of some women.

One comment repeated its recommendation submitted last December in response to the Advance Notice of Proposed Rulemaking which strongly endorsed the identification of priorities for WEEA and recommended sports, textbooks, dissemination, incentives for change, and minority and rural populations.

One commenter recommended that priority be given to women over 40, post high school graduates, and average women. Other commenters recommended that the program should provide funds to help women in need instead of giving grants to higher education. A comment recommended that the grant program be reduced and that more contracts should be awarded for specific projects which the Government identified as most necessary.

Response. Although support for the elimination of priorities this year was substantial, an absence of unanimity regarding the establishment of priorities in this program continues. No change has been made in this final regulation to impose priorities for fiscal year 1977. The kinds of applications received this year will be analyzed carefully by the Office of Education and by the National Advisory Council on Women's Educational Programs. As a result of this analysis, a decision will be made regarding this issue for fiscal year 1978. The final regulation provides for the possible publication of priorities in an Appendix on the basis of annual decisions.

Although applications addressing special population groups based on race, ethnic origin, age, socioeconomic status, or residence do not receive additional points, there is a specific provision in § 160f.3(d) for applicants to develop projects which focus on one or more of these groups. The program has not set priorities on the needs of different girls and women. The degree of need and potential impact of projects are elements in the evaluation criteria for all applications, and in this way the factor of relative needs among groups may be considered.

The Advance Notice of Proposed Rulemaking invited public comments before a rule was formally proposed. The Office of Education did not go forward with its proposal for three new priorities on the basis of those public comments. An analysis of the comments and the rationale for the decisions ultimately made were described in some detail in the preamble to the Notice of Proposed Rulemaking. The change was surprising to some, like the commenter who did not understand how the three proposed new priorities could disappear. If the process of public discussion of issues before a rule is proposed is honored, however, the results must not be predetermined.

Some of the recommendations for a priority to provide funds to address the most urgent needs of women would not meet the program requirement for the development of model programs and products. The amount of funds available to the WEEA Program precludes the provision of direct services and benefits to individuals and groups throughout the country who need help. Further, this program provides educational equity for women and cannot address all the needs which women have related to health, legal rights, credit, transportation, child care. It cannot support projects to provide equity in areas outside education where inequities exist.

The Office of Education will continue to identify areas which are not being covered in the grant program, or which cannot be covered there, and will issue contracts.

No change has been made in the regulation regarding general grants.

SECTION 160f.13 SMALL GRANTS

Comment. Several comments were made on the small grant program. With one exception, they continue to be positive. A comment recommended that the small grant program continue the requirement that projects develop model programs or products and not be designed primarily to provide direct services or benefits to individuals or groups. Commenters asked whether small grant applications are subject to the application requirements for general grants and whether the dissemination contract will serve small grants also.

A commenter did question the validity of small grants, since they seemed to differ from general grants only in the amount of money. An alternative suggested was the support of WEEA coordinators in the Regional Offices of Education or in the State departments of education. The commenter recommended a study in the cost efficiency of small grants compared to general grants.

Response. Small grants must meet the same application requirements and are reviewed by the same evaluation criteria as general grants. Appropriate consideration to the scope and amount of the proposed award ($15,000 or under) is made. References to this factor appear in §§ 160f.8(d) and 160f.10(c). The contract for dissemination covers small grants.

The Office of Education is following the progress of small grants, which are specifically mandated in the authorizing legislation. To date, the indicators are promising. Most commenters have praised small grants and recommended that their number be increased. WEEA Program funds could not be used to pay salaries of Federal employees working in Regional Offices of Education. Because of the three year authorization of the Women's Educational Equity Act and its designation as a demonstration program, the support of positions in all State Departments of Education would not be appropriate.

No change has been made in the regulation.

SECTION 160f.15 ALLOWABLE COSTS

Comment. Two comments objected to the inclusion of specific provisions regarding allowable costs in proposed § 160f.15. The comments expressed the view that some of the provisions merely restated in different words general OMB, Department, and Office of Education cost policies, while others were at variance with the general policies. The comments recommended that the final regulation merely cross-reference the general cost principles.

One comment suggested that a ceiling of 20% be placed upon indirect costs so that a greater proportion of funds could be used for product development and dissemination. Another asked that a summary of provisions on indirect costs be included.

Response. No change has been made in the regulation. The regulation already does cross-reference general cost policies of the Office of Education (which reflect the OMB and Department policies) in § 160f.15(a). However, a limited number of specific provisions on costs are set forth in § 160f.15(a) for the purpose of providing additional guidance to applicants. Many applicants under this program, including individual persons and informal nonprofit groups, are inexperienced in Federal grant matters. The subject provisions relate to specific cost items on which there are recurring questions and serve to give extra guidance to these persons and groups. With respect to the items concerning depreciation and use allowances and memberships, subscriptions, and professional activities, § 160f.15(a) requires specific approval for inclusion of these items. (The general cost principles do not require specific approval.) Specific approval is required because of the very limited funds available for the program. The Commissioner deems it important to maintain some control over the extent of these costs in specific projects. Absent the requirement for prior approval, it is possible that substantial funds would go for these activities which would not directly further the purposes of the program. As a result, the potential program impact would be diluted.

With respect to the issue of limiting indirect costs, uniform rates for these costs are established in negotiations by Department representatives with award recipients. Individual programs are not free to establish by regulation separate limits on these costs. Indirect costs are summarized in the appendices to the OE General Provisions regulation (Subchapter A of this chapter, 45 CFR Parts 100, 100a, 100b) and in supplementary materials issued by the Department. Applicants interested in obtaining these materials may write to the Women's Program Staff at the address given above.

In addition to the changes noted above, a number of typographical and editorial changes have been made.

(Section 406 of the Education Amendments of 1974 (Pub. L. 93-380), as amended by section 501(a)(8) of the Education Amendments of 1976 (Pub. L. 94-482).)

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalog of Federal Domestic Assistance No. 13.565, Women's Educational Equity Act Program.)

Dated: June 3, 1977.

START FINAL REGS.

ERNEST L. BOYER,
U.S. Commissioner of Education.

Approved: June 21, 1977.

JOSEPH A. CALIFANO, Jr.,
Secretary of Health, Education, and Welfare.

Sec.
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AUTHORITY: Sec. 406, Pub. L. 93-380 (20 U.S.C. 1866)

§ 160f.1 Scope and purpose.

(a) *Scope*. The regulations in this part govern projects awarded with funds appropriated under the Women's Educational Equity Act of 1974, section 406 of Pub. L. 93-380, or with funds made available for expenditure under the Women's Educational Equity Act pursuant to the Special Projects Act, as enacted by section 402 of Pub. L. 93-380.

(20 U.S.C. 1866 and 1861.)

(b) *Purpose*. The purpose of the program carried out under this part is to provide, through grants and contracts, educational equity for women in the United States.

(20 U.S.C. 1866 (c) and (f).)

(c) *Other pertinent regulations*. (1) *Grant awards*. Grant awards under this part, including awards to individuals, are subject to applicable provisions contained in subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters, 45 CFR Parts 100, 100a et seq.).

(2) *Contract awards*. Contract awards under this part, including awards to individuals, are subject to applicable provisions contained in 41 CFR Chapters 1 and 3.

(20 U.S.C. 1866.)

WEEA HAS BOTH GRANTS AND CONTRACTS; THIS PACKET IS FOR GRANTS

(d) *Participation by men; nondiscrimination*. (1) Award recipients may not discriminate on the basis of sex in employment or in the admission of participants to training, validation, or other activities funded under this part.

(2) The selection of persons to participate in training, validation, and other activities funded under this part must be based upon criteria which measure the extent to which the persons:

(i) Will benefit from the activities; and

(ii) Can contribute to the project's purposes.

(20 U.S.C. 1866.)

(e) *Textbooks and curricular materials*. Nothing in this part shall be interpreted as requiring, prohibiting, or abridging the use of particular textbooks or curricular materials.

(20 U.S.C. 1866(d)(1)(A); 20 U.S.C. 1232a.)

§ 160f.2 Definitions.

As used on this part: (a) "Act" means the Women's Educational Equity Act of 1974, section 408 of Pub. L. 93-380.

(20 U.S.C. 1866.)

(b) "Capacity building" or "development of model programs and products" means that projects develop model programs and products to be used by organizations, agencies, and individuals other than the award recipient and thereby have a substantial national impact in furthering the purpose of providing educational equity for women.

(1) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) The use of the word "national" with the development of model programs and products (or capacity building) does not mean that all school systems, or

all adult women, or all institutions of higher education in the Nation must be able to use the programs or products developed. Section 160f.3(d) explicitly authorizes projects which focus on one or more diverse population groups. "National" is used primarily to make a distinction from purely local projects. Examples of target populations for projects which would contribute to national capacity are: administrators of urban school systems, employers and counselors who work with adults entering the job market in rural areas, directors of women's centers, teachers at the elementary level, rural educators in the Southeast, State directors of vocational education, and curriculum specialists for bilingual projects in the Southwest.

(3) While a number of education programs use the term "capacity building" to refer to the use of Federal funds as seed money to build the capacity of a recipient institution to change or reform itself and thereby respond to national priorities, those kinds of programs are often characterized by limitation to only one or two types of applicants, for example, only local educational agencies or institutions of higher education, or by limitation to one level of education, such as postsecondary education. On the other hand, the Women's Educational Equity Act (WEEA) Program authorizes activities at all levels of education and permits all public agencies, nonprofit organizations, and individuals to compete for funds. Further, there are few models presently available to the thousands of institutions and agencies which are undertaking certain changes either because of the effect of Title IX or because of other factors, such as the desire of certain institutions to meet the needs of new kinds of students. The WEEA program, therefore, is building capacity at the national level to respond to needs throughout the country. The program emphasizes those aspects of program operations which can produce evidence of effectiveness so that the results can be disseminated for use in many institutions and agencies.

(4) Examples and an indication of whether they meet the program requirement may be useful. An application from a school system for the purpose of training its own administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex would not meet the requirement for capacity building or development of model programs and products. An application to develop and test a program for training administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex with plans for field testing in school systems and a plan for dissemination through school associations is an example of capacity building. The objective of the first is the training of several hundred administrators, teachers, and counselors to benefit a specific school system. The objective of the second is to develop and test a model program so that it can be made available to others who need it. In the school systems where it is tested, the administrators, teachers, and counselors who participate in the validation would receive benefits as an indirect effect.

(5) A second example would be an application to establish a Women's Center to provide and coordinate activities affecting educational equity for women and to develop a more extensive program to meet the needs of adult students at a particular institution. Such an application does not meet the requirement for capacity building, since it is designed to serve a particular institution. Applications addressing aspects of the operations of women's centers which are being researched, developed, or analyzed for the use of many similar centers could meet the requirements of capacity building. One may use the test of how the need is expressed to determine whether the program's requirement would be met. For example, in the first, the institution needs a better women's center. The project would meet the institution's and its individual client's needs. In the second, there is a need to learn what structure, activities, or personnel in women's centers are most productive and cost-effective. The project meets the need to solve a problem affecting many institutions. Again, side benefits may occur within a project for the individuals involved.

(6) A third example is an application to provide funds for the special costs of an existing program to train and place 12 unemployed adult women. The measure of effectiveness would be the completed training and successful placement of the 12 persons. This would not be an effort to develop national capacity building.

(7) Scholarships and fellowships to serve the needs of an individual would not qualify, nor would the construction of facilities for athletics, for example, be permissible.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) "Council" means the National Advisory Council on Women's Educational Programs established pursuant to subsection (f) of the Act.

DEFS.

(20 U.S.C. 1866 (c) and (f).)

(d) "Educational equity for women" means:

(1) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(2) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(3) Educational equity for women involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new stereotypes for men and women.

(e) "Elementary school" means a day or residential school which provides elementary education, as determined under State law, and "Elementary school level" means the educational level at which elementary education is provided, as determined under State law.

(f) "Local educational agency" or "LEA" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(g) "Man" or "men" may include, as appropriate, boys.

(h) "Nonprofit," as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations no part of the net earning of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

(i) "Public agency" means a legally constituted organization of government under public administrative control and direction, including Indian tribes which exercise municipal functions, but does not include agencies of the United States.

(j) "Secondary school" means a day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12, and "Secondary school level" means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(k) "Sex role socialization" refers to the differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.

(l) "Sex role stereotypes" involve assumptions that females or males, because they share a common gender, also share common abilities, interests, values, and/or roles.

(m) "Socialization" is the process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological

IMPORTANT TERMS-- USE THEM ONLY THIS WAY IN YOUR PROPOSAL!

roles as adults. Much of adult socialization is subtle and unnoticed because it consists of continued reinforcement for already learned roles. In situations where the learning of new roles or skills is necessary, adult socialization may become extremely focused and explicit.

(n) "State educational agency" or "SEA" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(o) "Target population" means the persons for whose needs the project is designed, with whom the project is validated (tested) and among whom are found the future users of the model program or product.

(1) The target population may include both intermediate and ultimate beneficiaries or solely ultimate beneficiaries.

(2) For example, in a project designed to develop a retraining program for high school counselors in techniques and procedures for providing sex fair counseling for use by counselors across the country, the target population is high school counselors, the intermediate beneficiaries. The ultimate beneficiaries are high school students across the country. In the same type project designed for use by high school counselors of native American youth, the intermediate target population is still high school counselors but the ultimate target population is native American high school youth.

(3) Another example would be a program designed for adult women who desire to reenter the labor force or continue their education. The target population is adult women. Adult women are the population upon which the program is validated, and they are the ultimate beneficiaries. There may be no intermediate beneficiaries. If the project were designed for employers and counselors of adult women, the employers and counselors would be the intermediate beneficiaries and the adult women the ultimate beneficiaries.

(p) (see page 6a)

(q) "Woman" or "women" may include, as appropriate, girls.

(20 U.S.C. 1866.)

(p) "Validation" means testing or trying out materials and programs with persons similar to the users for whom they are designed. It is a process that takes place while a program or product is being developed. It has two purposes: to identify problems which should be corrected in subsequent versions and to assess effectiveness. The terms field-testing or pilot-testing are also sometimes used.

(1) Since the WEEA Program is supporting projects that are developing model programs and products to be widely used by others with similar needs, populations, level of education, and the like, the question to be answered by validation is: "How sure (certain) are we that programs and products are truly doing what we said they would do (validity) and that they do what we say they do consistently (reliability)?"

(2) This is not easy to answer, and validation is a strenuous, exacting procedure or set of procedures planned from the inception of the project and involving such things as sample populations, pre-post tests, statistical analysis, control groups.

(3) The results of sound validation usually indicate under what circumstances and with whom the programs or products can be used and with what degree of certainty and consistency the same original results will be obtained.

§ 160f.3 Nature of projects to provide educational equity for women.

(a) *General.* (1) Educational equity for women, as used in this part, means:

(i) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(ii) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(2) Educational equity for women, as used in this part, involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new sterotypes for men and women. NOTE

(b) *Capacity building: development of model programs and products.* (1) (i) Projects supported under this part must contribute to capacity building in the area of educational equity for women, as defined in § 160f.2.

(ii) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) Projects supported under this part may not develop products which are so expensive to use or adopt that extensive dissemination will be inhibited.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) *Approaches to educational equity for women.* Each project funded under this part must be designed to develop model programs, materials, or other products in order to promote educational equity for women in one or more of the following ways:

(1) *Focus on systemic change.* The elimination of those elements of sex role stereotyping and sex role socialization in educational institutions and agencies which separately and together limit over time the aspirations, experiences, and options of women and men for full participation in American society;

(2) *Focus on institutional change.* Assistance in the process of eliminating discriminatory policies and practices in educational agencies, organizations, and programs which may be contrary to Federal statutes, executive orders, or regulations; or

(3) *Focus on supplementary activities for individuals.* The provision of special educational activities and support services designed to overcome limitations on the opportunities of women resulting from past or continuing discrimination, sex role stereotyping, or sex role socialization.

(20 U.S.C. 1866; Committee on Education and Labor, Hearing on H.R. 208, July 25, 1973, pp. 4–6; S. Rept. No. 763, 93rd Cong. 2d Sess. 78–79 (1974))

(d) *Diverse approaches to educational equity for women among various population groups.* (1) In recognition of the diverse approaches to the provision of educational equity for women among different groups, projects funded under this part may focus on approaches to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian).

(2) If the proposed project does focus on an approach relating to one or more population group(s) above, the project application must:

(i) Identify the population group(s);

(ii) Show understanding and awareness of the goals, values, and priorities of the population group(s); and

(iii) Explain the applicability or limitations of the use of the programs or products with other population groups. The relevance of the project's materials, strategy, and goals to the cultural and other values of the population group(s) must be clearly demonstrated. Extensive research or data is not required in the project application.

(3) Projects under this paragraph are subject to the nondiscrimination provisions of § 160f.1(d).

(20 U.S.C. 1866.)

§ 160f.4 Types of projects.

(a) The Act authorizes the Commissioner to award grants and contracts for activities at all levels of education designed to carry out the purpose of providing educational equity for women, including the following activities related to educational equity:

(1) The development, evaluation, and disseminatoin of currcula, textbooks, and other educational materials;

(2) Preservice and inservice training for educational personnel, including guidance and counseling personnel;

(3) Research, development, and other educational activities;

(4) Guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex;

(5) Educational activities to increase opportunities for adult women, including continuing educational activities for

WHAT YOU CAN DO

NOTE THAT 160f.3 Repeats language of prior page. Note how often "Capacity building" is DISCUSSED!

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underemployed and unemployed women; and

(6) The expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

(20 U.S.C. 1866(d)(1).)

(b) In implementing the activities authorized by the Act and described in paragraph (a) of this section, the Commissioner will:

(1) Make awards for general grants, as described in § 160f.12.

(20 U.S.C. 1866(d).)

(2) Make small grants, not to exceed $15,000 each, to support innovative approaches to the provision of educational equity for women, as described in § 160f.13; and

(20 U.S.C. 1866(e).)

(3) Solicit proposals for and make awards of procurement contracts in the program areas described in § 160f.14.

(20 U.S.C. 1866(d).)

§ 160f.5 Duration of projects.

(a) While grant applications may be filed proposing multi-year projects, it is expected that a substantial proportion of projects funded by the Commissioner in any fiscal year will have a project duration of only one year.

(b) Applications proposing multi-year projects must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent year.

(c) If the application demonstrates to the Commissioner's satisfaction that multi-year support is needed to carry out the proposed project, the Commissioner may, in the initial notification of grant award for the project, indicate an intention to assist the project on an appropriate multi-year basis through continuation grants.

(d) Continuation awards may be made to projects described in paragraph (c) of this section, subject to the availability of funds and to the following provisions:

(1) Continuation applications will not be competitive with applications for new grant awards, but will be competitive with other applications for continuation awards;

(2) The program narrative of a continuation application must contain a detailed plan of operation (consistent with the general scope of work approved at the time of the original grant award), a management plan, and a detailed budget for the following fiscal year. Any changes in staff members, or their duties, in the validation procedures, the evaluation design, or approaches to dissemination must be explained. Requests for modifications in project objectives or the final results, programs, or products must be justified and the basis explained in detail; and

MULTI-YEAR REQUIREMENTS

(3) Applications for continuation awards will be reviewed to determine:

(i) If the grantee has complied with the grant terms and conditions, the Act, and any applicable regulation;

(ii) The project's effectiveness to date, or the constructive changes proposed as a result of the ongoing evaluation;

(iii) The extent to which the project is meeting applicable priorities; and

(iv) The extent to which continuation of Federal assistance to the project is in the best interests of educational equity for women.

(20 U.S.C. 1221e-3(a)(1), 1866)

§ 160f.6 Eligible applicants.

The Commissioner may make grants to, or enter into contracts with, public agencies, private nonprofit organizations, or individuals to carry out projects under this part.

(20 U.S.C. 1866(d)(1) and (e))

NOT CURRENTLY USED

§ 160f.7 Preapplications.

(a) *General.* (1) The Commissioner may invite prospective applicants for grants under this part in any given fiscal year to submit preapplications in accordance with § 100a.41 of this chapter by publishing a closing date for preapplications in the FEDERAL REGISTER. Either general or small grants, or both, may be included.

(2) (i) The preapplication process is used to avoid the investment of substantial time and effort by applicants in the preparation of applications for projects which might not be responsive to program policy and criteria and therefore have little chance of being funded. This process permits a preliminary review of shortened, simplified preapplications, with advice to applicants as to whether proposed projects are likely to have a chance for funding.

(ii) The preapplication process also may conserve limited resources of the Government by reducing the staff time and consultant funds required to process and review a large number of full applications. When the preapplication process is used, the Government can forecast the approximate number of applications which will be submitted and plan accordingly.

(3) When preapplications are invited, applicants are encouraged to use the process. Preapplications will be reviewed and those identified as having potential to compete will be invited to submit full applications. Applicants that are not invited may also submit full applications at their option. Also, any applicant may submit a full application by the published closing date for full applications without having previously submitted a preapplication. No application would be treated preferentially, and all would be reviewed against the published evaluation criteria.

(b) *State review of local educational agency (LEA) preapplications.* (1) A copy of a preapplication from a local educational agency must be submitted to the State educational agency of the State in which the local educational agency is located, concurrently with the submission of the preapplication to the Commissioner, to provide the State educational agency an opportunity to review and comment on that preapplication. A copy of the transmittal letter to the State agency must be attached to the preapplication.

(2) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on a local educational agency's preapplication. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for a preapplication shall be deemed a waiver of the State educational agency's opportunity to comment on that preapplication.

(c) *Preapplication requirements.* (1) Prepplications under this part must include a program narrative statement as required by the preapplication forms provided for in § 100a.41 of this chapter. The narrative statement may not exceed three (3) to five (5) pages of readable size print plus attached short and relevant vitae. Lengthy appendices and exhibits will not be reviewed by the Commissioner.

(2) The preapplication must include the following information in the program narrative to permit its review according to the evaluation criteria in paragraph (d). If applicants omit some of the required information, the preapplications will be reviewed and points will be deducted where appropriate. The program narrative of a preapplication must:

(i) *Applicant qualifications.* (A) Include either names and duties of projected staff members or brief job descriptions and required qualifications for the director and other key personnel, as well as methods to be used in recruitment and hiring. Vitae may be attached to the program narrative; and

(B) Include a statement of applicant qualifications in the substantive area of the proposed project and its experience in and commitment to the area of women's educational equity;

(ii) *Need and impact.* (A) Provide a brief description of the project and its approach, the needs addressed, and specific results, programs, or products to be developed by the proposed project;

(B) Indicate the target population which will utilize the results of the project and the possible means for encouraging their use; and

(C) State briefly how the proposed project will contribute to the national capacity to respond to needs in educational equity for women through the development of model programs and/or products which are designed and tested to be disseminated nationwide;

(iii) *Plan.* (A) State the specific objectives of the proposed projects;

(B) Provide a brief statement on how the project will be managed; and

(C) If the applicant proposes a project with a duration in excess of one year, include in the program narrative

READ CAREFULLY - MAKE A checklist of "MUSTS"

an explanation of the need for multi-year support, and budget forms must be completed for the first budget period of one year and for the balance of the proposed project.

(3) In the program narrative, applicants may explain any large items which have an impact on the total budget figure.

(d) *Preapplication evaluation criteria.* Preapplications for grants which meet the requirements in paragraph (c)(1) of this section will be evaluated on the basis of the following criteria and weighted according to the indicated points (maximum of 100 points):

(1) *Applicant qualifications.* (i) The extent to which the education and experience of the proposed project director and staff, or, where staff are not named, the job descriptions and required qualifications as well as methods for recruitment and hiring, are related to the programmatic focus of the proposed project (10 points);

(ii) The extent to which the information about the proposed project director and staff evidence knowledge and experience in the area of women's educational equity (10 points);

(iii) The extent to which the applicant has demonstrated experience in the programmatic focus of the proposed project (10 points); and

(iv) The extent to which the applicant has demonstrated experience in and commitment to women's educational equity as evidence in the preapplication (10 points);

(2) *Need and impact.* (i) The degree to which the project addresses a critical need in the area of educational equity for women (10 points);

(ii) The degree to which the project describes a promising approach to provide educational equity for women (10 points);

(iii) The potential quality of the results, programs, or products to be developed and the viability of the method for use by others (10 points); and

(iv) The degree to which the proposed project will contribute to the national capacity to respond to the needs in the area of women's educational equity through the development of model programs or products (10 points);

(3) *Plan of operation.* (i) The extent to which proposed project objectives are clearly stated and capable of being attained and evaluated (5 points); and

(ii) The extent to which the preapplicant's statement on project management indicates potential for quality control (5 points);

(4) *Budget.* The reasonableness of the proposed total budget figure in relation to the accomplishment of the objectives and the relative importance of the needs addressed (10 points).

(20 U.S.C. 1221e-3(a)(1), 1232c(b)(3), 1866 (d)(2) and (e).)

§ 160f.8 Application, proposal, and project requirements.

(a) *Introduction.* A grant or a contract under this part will be awarded only upon a grant application (in accordance with § 100a.40 of this chapter) or a contract proposal submitted to the Commissioner.

(b) *General.* (1) Unsolicited applications or proposals will not be accepted under this part. Grant applications will be accepted for review only if they are filed in response to a notice of closing date published in the FEDERAL REGISTER in accordance with 45 CFR 100a.15 concerning application submissions to the Commissioner.

(2) Lengthy appendices or exhibits attached to applications or proposals will not be reviewed.

(c) *Application requirements.* The requirements set forth in this paragraph cover the information needed by the Commissioner to evaluate an application in accordance with the criteria in § 160f.10. The requirements correspond to the evaluation criteria, and applicants are encouraged, in preparing their applications, to follow this order to facilitate review of the application. An application for a grant under this part must:

(1) *Nature and purpose.* Provide information sufficient to satisfy the Commissioner that the proposed project holds promise of making a substantial contribution toward attaining educational equity for women and will comply with the provisions of § 160f.3;

(2) *Applicant qualifications.* Contain sufficient information about the applicant to enable the Commissioner to determine both its qualifications for receiving an award and its commitment to the provision of educational equity for women, including information about:

(i) The applicant's staffing pattern and experience in the area of educational equity for women, as well as in the programmatic focus of the proposed project;

(ii) The proposed project director and staff, including their education, training, awards, publications, and experience in the areas of educational equity for women and in the programmatic focus of the proposed project, and existing or planned commitments to other projects;

(iii) The extent to which the staff will be representative of the target population and, where applicable, the special population group(s);

(iv) Job descriptions and required qualifications as well as methods of recruitment and hiring, where staff members are not yet named;

MUST ✓

(v) Commitment through in kind or direct financial contributions or procedures to use results of projects in ongoing activities of the applicant; and

(vi) Available facilities and other resources for the project;

(3) *Need and impact.* (i) Identify the need to be addressed by the proposed project and supply relevant documentation of the need;

(ii) Specify the nature of the program, product, or final results of the proposed project and the specific target population, as defined in § 160f.2.

(iii) Specify the population group(s), if any, to which the project is related (as described in § 160f.3(d)), demonstrate understanding of the goals, values, and priorities of the group(s), and explain the applicability or limitations on the use of the project's results with other population group(s);

(iv) Document how the project will contribute to the development of model programs and products (capacity building) in the area of educational equity for women, including a description of likely users of the results, programs, and products of the projects, and rough projections of the cost to others of implementing or using the products; and

(v) Describe the procedures and plans for validation by the applicant and possible approaches and strategies for dissemination and utilization of the programs or products developed by the project. The description of validation procedures must set forth criteria consistent with § 160f.1(d) for the selection of participants in validation under the project, the types and numbers of persons expected to be involved, the location(s), time schedules, and specific expectations for the various activities in the validation procedures:

(4) *Plan of operation.* (i) State project objectives with specific outcomes for the project;

(ii) Provide a project evaluation design to measure the extent to which the objectives are accomplished by the project and which indicates the approach, the status of planning, methodology, extent of experience in the development and use of such designs and need for procuring outside expertise;

(iii) Provide a statement on management which describes the project's decision-making process and its rationale and include a management plan, which references objectives, operational activities, schedules, resources, products, and evaluation;

(iv) Describe a plan for cooperative development of the project with representative groups in the field of the project and in educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community; and

(v) Include a detailed budget.

(5) *Relationship to other activities.* Reference is made in § 160f.3(d) to the diverse approaches to the achievement of women's educational equity among various racial, ethnic, socioeconomic, age, and residence groups. If the applicant is carrying out other activites concerned with issues of discrimination, counseling, stereotyping, socialization, or the cultural values and heritage of social, ethnic, regional, or socioeconomic groups, the application must explain the specific relationship of the proposed project to these other activities.

Be sure you know what's going on in your area and institution!

(20 U.S.C. 1866(d)(2).)

(d) *Small grants.* Applications for small grants under § 160f.13 are subject to the applicable requirements in this section, with appropriate consideration to the scope and amount of the proposed award.

(e) *State review of local educational agency (LEA) aplications.* (1) The Commissioner will not approve an application submitted by a local educational agency for a grant under this part unless the

NOTE WELL

CRITICAL INFO.

POINTS for the award } Have "Contents" entry for each item that gets points

State educational agency of the State in which that local educational agency is located has been given an opportunity to review and comment on the application.

(2) A local educational agency must provide a copy of its application to the appropriate State educational agency concurrently with its submission to the Commissioner of the application, which must contain a copy of the transmittal letter to the State agency.

(3) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on local educational agency applications. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for an application shall be deemed a waiver of the State educational agency's opportunity to comment on that application.

(20 U.S.C. 1866(e).)

(f) *Dissemination of effective materials and programs*. Project awards under this part will be subject to the condition that materials and programs developed and validated under the project shall not be disseminated without review for effectiveness by the Commissioner. Therefore, each application for an award under this part must contain provisions for review of materials and programs, prior to dissemination in accordance with the requirement of this paragraph.

(g) *Evaluation*. Project awards under this part will be subject to the condition that the award recipient collect and make available information required by the Commissioner or by the Council, in accordance with the time constraints the Commissioner or Council may designate for purposes of carrying out program evaluation, including that provided for under subsection (f) of the Act.

(h) *Nondiscrimination*. Project awards under this part will be subject to the condition that the grantee or contractor reflect the nondiscrimination provisions set forth in subparagraphs (1) and (2) of § 160f.1(d) in any public announcements about the project relating to employment and participation by persons in the project activities.

(20 U.S.C. 1866.)

§ 160f.9 Award decisions.

Decisions on whether or not to make awards under this part will be made by the Commissioner based upon:

(a) With respect to contracts;

(1) The specific evaluation criteria included in each Request for Proposal (RFP) solicitation; and

(2) The procedures for selection required by the regulations for Procurement Contracts, 41 CFR Chapters 1 and 3 and by Departmental or agency policy.

(b) With respect to grants:

(1) Applicable criteria set forth in § 160f.10;

(2) The need to support projects which collectively address all levels of education; and

(3) The need to support:

(i) A variety of projects which collectively represent to the extent possible the diversity of needs and concerns in educational equity for women;

(ii) A variety of strategies for addressing needs;

(iii) A variety of delivery systems, such as community organizations, public agencies, and private nonprofit organizations, as well as traditional educational institutions; and

(iv) Demographic diversity.

(20 U.S.C. 1866 (b), (d), (e), (f) (3).)

§ 160f.10 General evaluation criteria for grants.

(a) *General criteria*. Applications for grants which meet the requirements in § 160f.8 will be evaluated on the basis of the following criteria, weighted according to the indicated points (maximum of 220 points):

(1) *Applicant qualifications*. (65 points)

(i) The extent and quality of the applicant's relevant experience in the area of educational equity for women as evidenced in the application (10 points);

(ii) The extent and quality of the applicant's relevant experience in the programmatic focus of the project (10 points);

(iii) The extent to which the staffing pattern of the project and of the applicant agency or organization as summarized in the application reflects evidence of commitment to equity for women, including women from minority groups (15 points);

(iv) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the area of educational equity for women (10 points);

(v) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the programmatic focus of the project as evidenced in the application (10 points); and

(vi) The extent to which the applicant has the capability to conduct the proposed project, including necessary facilities and resources as evidenced in the application (10 points);

(2) *Need and impact*. (65 points)

(i) The degree to which the proposed project is likely to make a substantial qualitative contribution toward attaining the provision of educational equity for women, and to this end:

(A) Clearly identifies a critical need to be addressed (10 points); and

(B) Specifies the substantive nature of the program, product, or final results which have potential for use as a model throughout the Nation or throughout population groups based on race, ethnic origin, age, socioeconomic status, or residence (10 points);

(ii) The degree to which the applicant, where applicable, shows understanding of the goals, values, and priorities of special population group(s), as described in § 160f.3(d), *and* the degree to which the application demonstrates an appropriate understanding of the applicability or limitations of the use of the results or products of the project with other populations (15 points);

(iii) The extent to which the intended results of the proposed project can be used by others and thus the extent to which the application specifies:

(A) Well-designed validation procedures (10 points); and

(B) Approaches for dissemination and utilization of the intended results (10 points); and

(iv) The extent to which the applicant demonstrates commitment through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant (10 points);

How GET 90-40% match?

(3) *Plan of operation* (70 points). (i) The extent to which the application sharply defines and clearly states objectives for the proposed project which are capable of being achieved by the proposed procedures and capable of being assessed upon attainment (15 points);

(ii) The extent to which the application ensures adequate evaluation of the activities through the description of a project evaluation design which would measure the extent to which the objectives have been accomplished by the project and would describe an eventual evaluation report containing sufficient data, information, and direction to permit and encourage replication (15 points);

Product

(iii) The quality of the statement on management that describes the project's decision-making process and its rationale and the quality of the management plan which references objectives, operational activities, schedules (including the amount of time to be spent on the project by the proposed staff members), resources, products, and the project evaluation design (15 points);

Process

(iv) The extent to which the program to be developed under the project will be developed in cooperation with representative groups in the field of the project and of educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community (15 points); and

(v) The extent to which the application presents a budget that is reasonable in relation to anticipated results and reflects the management design (10 points).

(4) *Geographical distribution of awards* (20 points). The extent to which approval of an application will contribute to an appropriate geographical distribution of project awards throughout the Nation. The Commissioner will apply this criterion to individual applications after taking into account relevant recommendations of the Council.

Out of YOUR control

(b) *General provisions criteria*. Evaluation criteria set forth in § 100a.26(b) of this chapter will not apply to applications or proposals submitted under this part.

(c) *Small grants*. Applications for small grants will be evaluated in accord-

THIS IS IT

CRITERIA for all projects

100a.26 (b) will NOT apply

ance with the criteria specified in paragraph (a) of this section with appropriate consideration given to the scope and amount of the proposed award.

(20 U.S.C. 1866 (d) and (e).)

§ 160f.11 [Reserved]

§ 160f.12 General grant awards.

(a) *General.* In awarding new grants under this part (except with respect to small grants described in § 160f.13), the Commissioner may establish priorities by publishing them in an Appendix to this regulation. Whether or not there are priorities, applicants may propose projects in any area authorized by the Act. Applicants may find guidance by examining the six activities which are listed in the Act and quoted in § 160f.4(a).

NB (b) *Number and size of general grant awards.* (1) Contingent upon the availability of funds, it is expected that 30 to 50 new general grants will be awarded per fiscal year.

(2) It is anticipated that the size of general grant awards will range from about $35,000 to $175,000, depending on the scope of the proposed project. Nothing in this paragraph shall be construed as a limitation on the amount of funds which may be available to a particular grantee.

(20 U.S.C. 1866(d).)

§ 160f.13 Small grant awards.

(a) Grants under this section will support the development and implementation of innovative approaches to the attainment of equity in education for women. The innovative approaches need not be original but may include practices that:

(1) Are similar to present practices but are not widely known or used;

(2) Expand on present practices; or

(3) Are new to a specific target population.

(b) Applications for grants under this section may focus on any of the six programmatic areas outlined in § 160f.4(a) or other areas of need in the provision of educational equity for women.

(c) Projects supported under this section must be designed to contribute to the development of model programs and products (capacity building) in the area of educational equity for women as provided in § 160f.3(b), with appropriate consideration to the scope and amount of the grant award. The Commissioner may also use the small grant program for further testing of programs and products developed and validated by previous projects supported under this part when they become available.

NB (d) Contingent upon the availability of funds, it is expected that 20 to 30 grants will be made under this section per fiscal year for amounts not to exceed $15,000.

(20 U.S.C. 1866(e).)

§ 160f.14 Contract activities.

(a) *General.* Contingent upon the availability of funds, contracts will be awarded on the basis of separate solicitations setting forth appropriate specifications in the areas described in paragraph (b) of this section.

(b) *Funding areas.* It is expected that contracts will be awarded in the following areas:

(1) Technical assistance for Title IX of the Education Amendments of 1972 (Pub. L. 92-318);

(2) Operation of a communications network in the field of educational equity for women;

(3) Dissemination of tested programs and products developed under the Act to organizations and agencies which wish to use or adapt them; and

(4) Those other areas of women's educational equity where the Commissioner determines that specific procurements would further the purpose of the Act.

(20 U.S.C. 1866(d)(1).)

§ 160f.15 Allowable costs.

(a) *General.* (1) Allowable costs under projects to which funds are awarded pursuant to this part shall be determined in accordance with cost principles set forth in:

(i) Appendix B of subchapter A of this chapter with respect to grants to public agencies;

(ii) Appendix C of subchapter A of this chapter with respect to grants to nonprofit educational institutions;

(iii) Appendix D of subchapter A of this chapter with respect to grants to other nonprofit institutions and individuals; and

(iv) 41 CFR Part 1-15 with respect to contracts.

(2) The costs of nonexpendable personal property with an acquisition cost of $1,000 or more per unit, depreciation or use allowances, automatic data processing, memberships, subscriptions, and professional activities will be allowable if they have been specifically authorized by the Commissioner in the notification of grant award.

(3) Facilities, capital assets, and repairs which materially increase the value or useful life of capital assets generally shall be unallowable under this part, and will be allowed only where specially justified by the applicant and specifically authorized by the Commissioner.

(4) Funds supplied under grants awarded under this paragraph usually will not be available to pay the general costs of overall education, training, or career employment preparation programs. Rather, funds will be available for payment of the incremental costs such as the costs necessary for effective planning, development, evaluation, testing, validation, and in some cases, dissemination, directly related to educational equity for women.

(b) *Long-term training projects.* (1) Grants for training projects designed to provide individual participants with full-time post-baccalaureate training with a duration of at least one academic year may include provision for the payment to:

(i) Grantees of tuition and fees; and

(ii) Participants of stipends, dependency allowances, and other costs, including child care, as the Commissioner may determine to be consistent with prevailing practices under comparable Federal programs.

(2) Provision for payments described in subparagraph (1) of this paragraph will be included in grant award documents at the discretion of the Commissioner, and only when the applicant requests these payments and provides sufficient information and justification in the application to satisfy the Commissioner that the payments would contribute substantially to the realization of the project objective to develop, test, and prepare for dissemination a successful model training program.

(3) If provisions for the payment of tuition and fees are included in a grant pursuant to this paragraph, the grantee may not charge participants in the training program for tuition and fees.

(c) *Payments for participation in validation of materials and programs.* (1) Projects may include in the grant or contract a provision for payments to non-educational participants (including parents, students, and others) and to educational personnel participants (including administrators, counselors, teachers, and others), whose participation is necessary for the validation of the programs or products developed by the project and who are not otherwise compensated for their time while participating.

(2) (i) Payments to non-educational participants may be made at rates not lower than the current Federal minimum wage rate nor higher than the rate set forth for educational personnel in subdivision (ii) of this subparagraph.

(ii) Except as provided under subdivision (iii) of this subparagraph, payments to educational personnel under this paragraph would be at the rate of $30 for each full day of participation up to $150 a week. For partial days involving less than 5 hours of attendance, the payments for this attendance would be at the rate of $6 per hour, subject to the weekly limit of $150.

(iii) Where participating educational personnel are ordinarily paid for their work at a salary scale determined by a collective bargaining agreement in which the minimum hourly rate for any individual is more than $6 per hour, the individual would be compensated at the minimum hourly rate provided for under the collective bargaining agreement.

(3) Where a local educational agency or other educational agency or institution compensates teachers or other educational personnel whom it employs for their time in receiving training or participating in other activities under this paragraph and must also hire a substitute for the participant during the time of that participation, reimbursement may be made under the grant or contract which includes the component to the local educational agency or other educational agency or institution for the costs of hiring the substitute.

(4) No travel or dependency allowances will be paid for participation in any component under this paragraph.

CONTRACTS

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(5) Participants in any short-term training may receive payments at the same rates as set forth in subparagraph (2) of this paragraph.

(6) Provision for payments described in this paragraph will be included in grant award documents or contracts at the discretion of the Commissioner, and only when the applicant requests these payments and justifies that the payments to the specific classes or groups of recipients to participate in the validation or training are necessary to carry out the program objective.

(d) *Indirect costs.* (1) Except as provided in subparagraphs (2) and (3) of this paragraph, indirect costs will be allowed under projects funded under this part in accordance with the applicable indirect cost rate allowances set out in Appendices B through D of subchapter A of this chapter.

(2) Indirect costs for training grants will be allowed at the lesser of:

(i) The level of indirect costs determined under subparagraph (1) of this paragraph; or

↑ Will use your agency's AUDITED or Negotiated Rate

(ii) In grants where the Commissioner approves payments for stipends and dependency allowances under paragraph (b)(1)(ii) of this section, eight percent of the total direct costs, including stipends and dependency allowances.

(3) Indirect costs shall not be allowed under grants to individuals under this part.

(20 U.S.C. 1231c(b), 1232c(b)(2).)

[FR Doc.77-18449 Filed 6-27-77;8:45 am]

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

APPLICATION REVIEW – FISCAL YEAR 1978

(See The Women's Program Staff (WPS) Operations Manual For Complete Instructions)

1. APPLICATION NUMBER
2. REGION
3. STATE
4. GRANT

☐ SMALL ☐ GENERAL

5. NAME OF APPLICANT

a. CITY OR TOWNSHIP

b. ZIP CODE

6. TITLE OF APPLICATION

7. APPLICATION EVALUATION CRITERIA TALLY 20 Points for Geographic DISTRIBUTION

SEGMENTS	MAXIMUM *(Number of points for each segment)*	SCORE *(Number of points assigned each segment)*
A. APPLICANT QUALIFICATIONS	65	
B. NEED AND IMPACT	65	
C. PLAN OF OPERATION	70	
TOTALS	200	

8. REVIEWER'S COMMENTS *(You may provide additional comments which will assist in the analysis of the application. Do not repeat summary statements prepared for the letter to the applicant).*

USE THIS TO HELP YOU WRITE YOUR PROPOSAL -- REVIEW EACH SECTION that gets POINTS; CONSIDER A "TABLE of CONTENTS" With an entry for each point producing section

9. TYPE OR PRINT NAME OF READER

a. SIGNATURE OF READER

b. DATE

OE FORM 481-4, 6/77 PREVIOUS EDITIONS ARE OBSOLETE

INSTRUCTIONS TO READERS: This scoring system is based on a maximum aggregate total of 200 points. The maximum number of points allowed for each line item is indicated in the upper left corner of the scoring area *(Do not use fractions of points).*

In order that the application scores have consistency between readers, score all Evaluation Criteria according to the following point scales:

TEN POINT LINE ITEM		FIFTEEN POINT LINE ITEM	
1, 2, 3 points	Weak	1, 2, 3, 4 or 5 points	Weak
4, 5, 6 or 7 points	Average	6, 7, 8, 9 or 10	Average
8, 9 or 10 points	Strong	11, 12, 13, 14 or 15	Strong

IMPORTANT: Record the TOTAL POINTS for each of the three segments in ITEM 7 "Score column" on page 1.

10. APPLICATION EVALUATION CRITERIA

A. APPLICANT QUALIFICATIONS *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AS EVIDENCED IN THE APPLICATION.	10 SCORE Institutional Capability
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10 SCORE Institutional Capability
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION AS SUMMARIZED IN THE APPLICATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15 Management Plan; SCORE Institutional Capability
(4) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN.	10 Management Plan; SCORE Resumes in Appendix
(5) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE PROGRAMMATIC FOCUS OF THE PROJECT AS EVIDENCED IN THE APPLICATION.	10 Management Plan; SCORE Resumes in Appendix
(6) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES AS EVIDENCED IN THE APPLICATION.	10 SCORE Institutional Capability

(7) IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES OF THIS SEGMENT.

Use this form as checklist — check off each part as you address it. We have indicated the appropriate section of a proposal for each item.

B. NEED AND IMPACT *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END: (a) CLEARLY IDENTIFIES A CRITICAL NEED TO BE ADDRESSED.	10 Need SCORE Statement
(b) SPECIFIES THE SUBSTANTIVE NATURE OF THE PROGRAM, PRODUCT, OR FINAL RESULTS WHICH HAVE POTENTIAL FOR USE AS A MODEL THROUGHOUT THE NATION OR THROUGHOUT POPULATION GROUPS BASED ON RACE, ETHNIC ORIGIN, AGE, SOCIOECONOMIC STATUS, OR RESIDENCE.	10 Scope of Work; SCORE Evaluation Plan

(2) THE DEGREE TO WHICH THE APPLICANT, WHERE APPLICABLE, SHOWS UNDERSTANDING OF THE GOALS, VALUES, AND PRIORITIES OF SPECIAL POPULATION GROUP(S), (I.E. THOSE BASED ON RACE, ETHNIC ORIGIN, AGE, SOCIOECONOMIC STATUS, OR RESIDENCE (E.G. RURAL, URBAN, SOUTHWESTERN, APPALACHIAN)) AND THE DEGREE TO WHICH THE APPLICATION DEMONSTRATES AN APPROPRIATE UNDERSTANDING OF THE APPLICABILITY OR LIMITATIONS OF THE USE OF THE RESULTS OR PRODUCTS OF THE PROJECT WITH OTHER POPULATIONS.	15	Need statement; Scope of Work; SCORE Evaluation Plan
(3) THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES		
(a) WELL-DESIGNED VALIDATION PROCEDURES	10	Need Statement; SCORE Evaluation Plan
(b) APPROACHES FOR DISSEMINATION AND UTILIZATION OF THE INTENDED RESULTS *(whether these approaches are to be carried out by the applicant or by others)*	10	Scope of Work SCORE (dissemination section)
(4) THE EXTENT TO WHICH THE APPLICANT DEMONSTRATES COMMITMENT THROUGH IN KIND OR DIRECT FINANCIAL CONTRIBUTIONS OR THROUGH PROCEDURES TO USE ALL OR PARTS OF THE PROGRAM OR PRODUCTS DEVELOPED UNDER THE GRANT IN THE CONTINUING ACTIVITIES OF THE APPLICANT.	10	Institutional Capability; SCORE Budget

(5) BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SEGMENT.

C. PLAN OF OPERATION *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	SCORE Goals & Objectives
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT CONTAINING SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION.	15	Evaluation SCORE Plan
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT DESCRIBES THE PROJECT'S DECISION MAKING PROCESS AND ITS RATIONALE AND INCLUDES A PLAN WHICH REFERENCES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the proposed staff members)*, RESOURCES, PRODUCTS, AND THE PROJECT EVALUATION DESIGN.	15	Management SCORE Plan
(4) THE EXTENT TO WHICH THE PROGRAM TO BE DEVELOPED UNDER THE PROJECT WILL BE DEVELOPED IN COOPERATION WITH REPRESENTATIVE GROUPS IN THE FIELD OF THE PROJECT AND OF EDUCATIONAL EQUITY FOR WOMEN, SUCH AS PRACTITIONERS *(both at the policy and implementation levels)*, THEORETICIANS, POTENTIAL PARTICIPANTS IN THE VALIDATION, AND THE COMMUNITY.	15	Management Plan; SCORE Scope of Work
(5) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	SCORE Budget

(6) BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SEGMENT.

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PART II

THE PROPOSAL WRITING PHASE

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THE PROPOSAL WRITING PHASE

As you begin to write your proposal, and later on as you review it, remember that it is similar to a huge and complex puzzle. All the pieces are interlocking and dependent on each other. For example, your budget shows how much everything mentioned in your narrative will cost; nothing should be in the budget that isn't discussed in the narrative, and vice-versa. Every activity you describe should have someone to perform it who is included in your staffing section. Your procedures are dependent on and refer back to your goals and objectives, which come, in turn, from your need statement.

This section discusses in detail:

- how to write a need statement;
- how to write a literature review;
- how to write goals and objectives;
- how to write a plan of action (scope of work);
- how to design an evaluation plan;
- how to design a management plan including organizational charts; PERT charts, time lines and job descriptions;
- how to construct a budget;
- how to write an abstract;
- what to include in the appendix;
- how to complete Federal and state forms.

Chapter One

The Rationale

Now, finally, it is time to write the proposal. In writing, you might consider asking yourself the same questions that newspaper reporters ask before organizing a news article they will write. These questions are: Who? What? Where? When? Why? and How? Unlike the newspaper reporter, however, you will always need to ask these additional questions: "How much will it cost?" and "How will it be evaluated?, why?, and by whom?"

Keep in mind that you should avoid complicated, wordy or flowery statements in your proposal. Your writing should be clear, logical and easy to read. Remember that the more difficulty reviewers have reading your proposal, the less likely you are to be funded. Strong proposals form a chain of reasoning with the critical parts highlighted for the busy reviewer.

Although the process of writing a proposal may seem to be a highly complicated activity, it is a very useful one. First, it forces you to reflect on the problem you want to attack so that you get a better understanding of it. Second, it motivates you to analyze ways of resolving the problem until you arrive at the one approach that offers the best solution. Finally, it ensures that you will systematically design the plan of action that will allow you to apply your solution to the problem.

While writing your proposal, it is useful to assume that the reviewers are in opposition to your basic position. Then your proposal must carefully and concisely lead them along to see (if not to completely accept) your view of the problem and your proposed solution. Keep in mind that reviewers have been known to support proposals they were in philosophical disagreement with, if the proposals are logically presented and offer reasonable hope of success.

There are five well-known and time-tested steps for developing a solution to a problem that you may want to use in your proposal;

1. Identify the problem to be solved (the problem/need statement).
2. Collect the essential facts concerning the problem (documentation).
3. Select (brainstorm) possible solutions to the problem.
4. Assess these alternative solutions to determine which of them is in accord with the facts.
5. Select the most likely solution (the procedure you propose).

The following are some additional general suggestions that will help you in developing a proposal:

1. Your idea must be within the scope of the law, regulations and guidelines of the granting agency.
2. Be sure you adequately assess the need for the project or identify a critical problem that needs attention.
3. Conceptualize and state the objectives of the program or product you are proposing. These objectives must be within your control, stated concisely and in measurable terms.
4. Decide upon an effective methodology for accomplishing your goals and objectives. If possible, use (and document) the existence of an advisory council and/or specify that the audience or target group will otherwise be involved. This group can be helpful in obtaining grassroots ideas of need and strategy. The project activities must be designed logically to alleviate the problem or need.
5. When you design an evaluation plan, make sure that it is closely tied to objectives and methodology and not expensive in relation to the total budget (less than 10 percent). Connect the evaluation to needs.
6. The budget must reflect the level of necessary project activity and be realistic relative to the total amount of funds appropriated. (Don't ask for $100,000 for your project if only $500,000 was appropriated for all programs in the United States.)
7. Have a plan for continuing activities once outside support ceases and if the project is evaluated as being successful.
8. Show that your organization is interested in and committed to your project by describing the extent to which the organization will provide release time for staff, use of buildings, reduced overhead, or other such techniques. Relate these contributions to the project budget.

(Adapted from Achilles, Crump, and Moss, 1977, p. 5.)

Once you have developed what will go into the proposal, you may want to utilize the following tips when you sit down to write:

1. Don't use a committee to write. The fewer writers involved, the better the proposal. Preferably, the project innovator should be the author, with editorial assistance.
2. Aim your "pitch" at one individual. Try to visualize that person.
3. Write in the "third person." It's easier to brag about "they" than "I."
4. Select an appropriate (and interesting) title of 10 words or less. Don't be cute or hammy.
5. If the proposal is a long one (more than 10 pages), prepare a table of contents.
6. Be liberal with spacing, sub-headings and underlining to make the proposal easy to read and to emphasize important points.

7. Try to limit each sentence to 15 words or less.
8. Try to limit yourself to two commas per sentence. This keeps you from saying more than one thing at a time.
9. Keep your paragraphs short, and present only one thought per paragraph.
10. Use contractions freely. That's the way you talk, isn't it? It's the key to more effective, personal writing.
11. Use quick openers--such as good newspaper openers. Catch the reader's attention early, and keep it.
12. Don't make a mystery out of your proposal. Start right in with the most important point.
13. Accentuate the positive: Emphasize "opportunities" rather than "needs." Donors would rather know "where it's at" than "where it isn't."
14. Beware of "iffy" and "hopeful" statements: be positive.
15. Don't use overkill. Remember you are dealing with sophisticated customers, and too much sugar can sour the wine.
16. Use nickel and dime words, but don't insult the reader's intelligence.
17. Beware of professional jargon, abbreviations and vague references.
18. If you have trouble getting started, begin with the budget. Money has a strange way of defining our methods and objectives.
19. There's no need to be sly with granting agencies. You can quite literally "come in the front door," "make the pitch," and "close the sale."
20. KISS - Keep It Short and Simple.
21. Break the rules! Writing is an individual matter, so don't get hung up on someone else's writing rules. The main thing is to make yourself clear.

(Adapted from Conrad, 1976, pp. 234-235.)

Statement of Need

Generally the first section of the proposal to be written is the problem statement: the statement of need. As you may know, Albert Einstein, who is generally acknowledged as one of the world's great thinkers and problem-solvers, said, "The formulation of a problem is far more essential than its solution." Enlightened funding agencies recognize that understanding the problem is really the way to solve it. In other words, a problem well stated is half solved. Your solution may not work, but if you have clearly and correctly defined the problem, finding a "solution" that doesn't work will narrow the field so that a viable solution can be found.

Your statement of need should show that there is a problem that is not being resolved by existing efforts. It is the section that acquaints the reviewers with your knowledge of the specific area in which you are proposing your project.

This section (and every section of your proposal) should be logically organized, concise and free of rhetoric. Don't assume that the readers of your proposal agree precisely with your point of view. Don't try to woo "liberals" or "conservatives"; it is likely to alienate others and it might be interpreted as a lack of tolerance on your part. Express yourself clearly and truthfully without the use of faulty logic. (See, for example, S. Morris Engel's excellent paperback, With Good Reason: An Introduction to Informal Fallacies, New York: St. Martin's Press, 1976.)

Recall that you are applying for funds to remedy a problem or to reduce a need. Be precise and, while you must show the intensity of the need, be sure that the need is not so critical that no amount of money or work could alleviate it.

Whatever points you make in the statement of need should be documented. Don't overwhelm the reviewers with charts and tables but do include relevant statistics. For example, in a proposal dealing with lowering the female high school drop-out rate, an estimated percentage of freshman high school girls who drop out by the time they are seniors, and a comparison of the average annual income of drop-out and non-drop-out females would be much more pertinent to the proposal than state-by-state breakdowns of educational levels and earned income by race, sex and age. The latter information should therefore not be included, whereas the former data should.

A major source of statistical data is the Federal government, but there is no one clearinghouse to contact for specific information. You should determine the Federal agency most likely to have the information you desire, then contact that agency. For example, for the comparative salaries of female drop-outs and non-drop-outs, you could contact the Women's Bureau of the Department of Labor (Washington, D.C. 20210); and, for the percentages of high school females who drop out by the time they are seniors, you could contact the National Center for Education Statistics (400 Maryland Avenue, S.W., Washington, D.C. 20202) or the Office of Education (Department of Health, Education and Welfare, Office of Education, Washington, D.C. 20202). If you are not sure which agency to contact or if agencies are not providing you with the information you need, regional offices of education can be of assistance. Your senator or representative can also help, as can state departments of education, since most of the latter have aides whose major responsibility is to track down information for constituents. Remember, though, that these people get many requests, so if you are working under a deadline, let them know your time constraints and find out if they can get the information in time.

Another excellent source of information is the reference department of a city or university library, particularly if it is a library that has access to census data. Go to the library and ask the reference librarian for help. You may be amazed at the amount of information that has already been compiled. Be specific in requesting the data you want, e.g., data on female high school drop-outs, nationwide for 1970-72, by regions of the country and by race.

The Women's Educational Equity Communications Network (WEECN) is a third source of information that is related specifically to educational equity for women. WEECN is an information service that collects, screens, classifies, stores and provides information on projects, activities and research related to women's educational equity. WEECN also facilitates contact among people who are working on behalf of women's educational equity. WEECN is located at Far West Laboratory, 1855 Folsom Street, San Francisco, CA 94103; (415) 565-3032.

Individuals and groups working in your problem area are very useful, as are journals, books and newspapers. Also, don't forget to talk to the people who are affected by the problem: they are often the best source of information on what the problem is and what its effects and possible solutions are.

Remember that as much as you may want to, you can't solve the problems of the whole world, or even all the aspects of one problem, but you can have a measurable impact. The funding agency wants you to be realistic. Narrow down your definition of the problem to something you can deal with in a reasonable amount of time (one to three years) and with a reasonable amount of money ($10,000 - $300,000). Be sure to point out the connection between your organization and the problem you plan to deal with. For example, if you are proposing to provide a program to help female ex-offenders finish school and your organization has been doing workshops for ex-offenders for the past five years, you should point that out.

The following questions can be used as a checklist for your statement of need:

1. Is the problem stated in precise terms?
2. What are the major causes of the problem?
3. What are the major consequences of the problem?
4. Why was this particular problem chosen for the proposal?
5. Who has been involved to date in the formulation of the idea and the design?
6. What has already been done in the area?
7. Why is the project needed at this time?
8. Why is this the appropriate time for you to seek financial support?

Your response to question six supplements the statement of need by reviewing successful and unsuccessful approaches to the problem.

The Literature Review

No project is independent of prior projects and programs in the same area. You must demonstrate a familiarity with what is being done in the area of your proposed project and also indicate how you will significantly add to this work. You should do this in your "Review of the Literature" section.

In your literature review, you should clearly demonstrate that you have a comprehensive grasp of the subject area and that you are aware of significant recent substantive and methodological developments within this area. As you think your project through, you will find it useful to know what the previous thinking in the field has been. This knowledge will support your efforts in defining the need, stating objectives and designing the procedure to be followed and the evaluation plan.

Your review should be a critical look at previous work that:

- Describes the work in terms that the general public can comprehend, avoiding jargon.
- States the way(s) in which previous work has contributed to your proposed project.
- Describes how your project will improve upon or go beyond past work.

Your search for previous work in the area should include a library search of such references as Psychological Abstracts (a monthly indexed summary of articles appearing in journals that deal with psychology), Women's Abstracts (a quarterly indexed summary of articles dealing with women appearing in a wide variety of publications), the Science Information Exchange of the Smithsonian Institute (an indexed summary of currently funded projects) and the Social Science Citation Index (an index that organizes articles by the sources they cite in common). Psychology Today, Human Behavior, and Society are more popular journals that regularly include articles on women's issues. There is a list of feminist publications in The Supplement that will also be useful in your literature search.

Go to reference librarians for assistance; they can be very helpful in finding the information you need. Remember that much of the work on women never reaches the traditional reference materials. For a complete review you should contact women's networks and groups that have shown interest in the area, as well as WEECN (whose address and phone number is listed in the statement of need section of this chapter). The Supplement has more information on traditional and non-traditional sources of information.

Regardless of whether you use traditional or non-traditional sources of information, always try to stay away from second-hand descriptions of projects and studies. You want reports by those who were involved, not interpretations written by others. Primary or original sources are most accurate and because of this are the best to use.

Another good rule to follow is "Do not make general statements unless you can back them up." For example, unless you have done a very thorough review of the literature, do not say your program approach is unique. In the same vein, do not say your project will be better than past projects unless you give good solid reasons why you feel this is the case. The proposal reviewers will be looking at the competence you show in drawing conclusions as well as in selecting, evaluating and using the previous work in the area.

Project Goals and Objectives

This section of the proposal is probably the most important of all. Goals and objectives not only provide the structure for what you want to accomplish in your project; they also convey to the reader what you are going to do and how you are going to do it. The goals and objectives are related directly to the need described in the need statement of your proposal. The activities in the scope of work will be created from your objectives.

The goal is a broad, general statement that describes what you want to accomplish. The wording of the goal should reflect the need for the project. Goals have two basic characteristics: they describe the purpose of the project and the desired outcome. (They do not say how the desired outcome will be accomplished; rather, the objective explains how.) For example, "to help American women achieve equal educational opportunity" is a goal. Goals are usually thought of as longer-term accomplishments than objectives.

Goals can be stated briefly or at great length. Projects may have more than one goal. For example, the goals of one WEEA-funded grant project are:

- to develop and implement a replicable training system that equips local practitioners to instruct without sex bias or stereotyping.
- to increase parents' ability to support and reinforce non-sex-biased and non-stereotypic instruction.

Objectives, on the other hand, are specific and describe how you will accomplish your goal(s). There must be at least one objective for each goal, and as many as 10 or 15, depending on the broadness of the goal and the amount of detail of the objectives. An objective can also be defined as a specific, measurable statement of what you plan to accomplish with the funds you have requested.

There are some general points to keep in mind in writing your objectives:

1. Objectives should be clear and concise so that anyone reading them will know what you are going to do. There should be no room for misinterpretation. Avoid words that are vague, such as "to understand"; general, such as "to believe"; ambiguous, such as "to know." Try to use words that are action oriented. If your objectives are vague and general, it will be impossible to determine if they have been achieved. Many agencies will not fund a proposal that does not include measurable and achievable objectives.

2. Objectives should be realistic in relation to the amount of time in which they are to be accomplished. Do not try to change the world in 12 months; and do not state objectives that are outside your control since you will be responsible for achieving them.
3. Objectives should be achievable and measurable in relation to the conditions under which they will be performed. For example, how will the learner demonstrate the expected outcome?

Examples of objectives are:

- Training and technical assistance for teachers in grades K-6 will be provided so that the training
    - increases their awareness of their attitudes toward sex stereotyping and sex bias in schools;
    - provides skill-building to modify the existing school environment, and current curriculum and materials, and to develop their own non-biased curriculum and materials.
- Young women exposed to curriculum materials designed by the project will be able to make a realistic appraisal of their own life prospects, and to plan a flexible career around their own interests and goals.
- The 10 teachers involved with the project will gain skills in formative classroom-based curriculum evaluation.
- Through exposure to the Cultural Comparisons section of the curriculum, students will be able to define socialization.

Develop as many objectives as necessary to achieve your stated goal. Each should be numbered and listed in order of importance, and described with as much precision as possible. In this way, progress can be monitored in an ongoing way, and modifications can be made if your evaluation indicates that your objectives are being met too early in a way that was not anticipated.

Remember when you are writing the objectives that they are the basis for evaluating your project. So don't propose something you are not sure you will be able to accomplish. If, by the end of your project you have met all your objectives, then your project is considered a success and your chances for future funding are increased.

The Supplement has more information about objectives, including examples and a list of materials that teach you how to write objectives. An excellent source for further information is Robert F. Mager's Preparing Instructional Objectives, which is available from Fearon Publishers, 6 Davis Drive, Belmont, CA 94002.

GOALS AND OBJECTIVES WORKSHEET

The following worksheet is provided to give you a concrete example of the relationship between a goal (the long-term result of your project) and an objective (the way of achieving that goal). You may want to use the space provided to practice describing project goals and related objectives.

GOALS	OBJECTIVES
To increase the number of people who will have the skills to develop and obtain financial support for projects designed to enhance educational equity for women.	● A minimum of 1000 participants will attend tuition-free grant writing workshops in 20 states between April and July, 1978. or ● 85% of the total participants who attend the grant writing workshops held in 20 states will be able to identify the components of a proposal.
WRITE YOUR OWN GOAL IN THE SPACE BELOW.	WRITE YOUR OWN OBJECTIVE IN THE SPACE BELOW.

Chapter Two

The Plan of Action

The scope of work or the plan of action, procedures and/or tasks, is the "how" section of the proposal. It describes the activities you're going to carry out in order to meet your objectives. When you write the procedure, be specific: let the reader know that you have already developed a complete plan of action, sound enthusiastic about it, and offer a reason whenever possible for why you're doing what you're doing.

If you are going to work with participants or clients in your project (e.g., teachers, students, the disabled, the elderly), describe them and explain how they are going to be selected. Your description should include the participant's level of skill and relevant previous experience as well as such appropriate demographic variables as sex, race and age.

If you are going to use existing materials, describe them, or describe the procedures you will go through to find them. Describe who will use the materials, how long the materials will be used, and how you will assess their effectiveness.

If you are going to develop materials, describe their proposed format and discuss why this particular format was selected. You should also provide a tentative outline of at least some of the materials you will be developing, including an indication of what sources will be used in developing the content. (If you plan to apply for Women's Educational Equity Act Program funds, you must develop a product.)

If you are going to provide services, describe those services, who will provide them, how the provider(s) will be trained, where the services will be provided, who the recipients of the service are, and how they will be selected.

If you are going to provide training, describe what the training program will be like, how long it will last, who the trainers and trainees will be and how they will be selected.

If you are going to conduct a research study, describe the sample, the design, the instrument, the treatment and the data analysis procedures.

Mention anticipated problems and describe alternative solutions to them. You will thereby demonstrate to the proposal reviewers that you have thought everything through and know what you are doing.

Regardless of what you are going to do, you should include in the scope of work section a description of the products or outcomes that will result from the project by the end of the project year. A discussion of how you will share (or disseminate) your information or products with others is important. Most funding agencies are very anxious to ensure that if your project is successful, the results will be shared with others. Some traditional ways of disseminating information are through journal articles, newspaper stories and presentations at meetings of professional associations. Unfortunately, however, these traditional methods often don't reach the people who have the greatest need. Therefore, when you describe dissemination, be creative and don't be afraid to try some new ideas. The Women's Educational Equity Act (WEEA) Program has made such a strong commitment to dissemination that it has designated its own dissemination agent to distribute all WEEA products.

If your project is designed to provide services or training, discuss how you will continue the project after the initial funding is over. Most funding agnecies would rather fund a training or service project that has a chance of becoming self-sufficient than one whose training or services will cease on the last day of funding. Commitment on the part of a university, school system or public service agency to continue at least part of a successful project often will increase your chances of getting funded.

The following is a summary of a plan of action that will give you an idea of the kinds of information that should be included in that chapter of your proposal. This summary was expanded into a 40-page chapter in the actual proposal.

High School Curriculum
Summary of Plan of Action
Performance Period: October 1 - September 30

Bibliography Search. Special effort will be devoted to locating resources on Native American, Black, Asian, Chicano, rural, and inner city women. A full-time research assistant will conduct a search for historical, anthropological, and sociological writings, audiotapes, videotapes, and films on women's experiences and struggles which are suitable for high school. All materials gathered will be carefully reviewed and those that are useful will be annotated to aid teacher/student selection of material. This bibliography search and annotation will continue throughout the project. Consultants from diverse cultural backgrounds will assist in annotating the bibliography.

Preliminary Development of the Process. The teaching strategies and student activities will be conceptualized and written by two curriculum developers and the project director during the fall (October-January). This preliminary version will be in the form of a guide for teachers. Activities will be developed and piloted in the fall semester with the assistance of teachers, students and consultants.

Pilot Test. Activities will be piloted over a period of two months in a large ethnically diverse school and in a small suburban/rural ethnically homogeneous school. Project staff will meet with the two teachers every week to plan and receive feedback and will observe 2-3 times each week in each classroom. This pilot phase will result in a thorough revision in preparation for the field test.

Field Test. The purpose of the field test is to determine the effectiveness of the process in a variety of settings with a minimum of assistance from the project staff, and to gain information for the final revision of the Teacher Guide. Six teachers will teach the process in a diversity of locations (urban, rural, ethnically diverse, ethnically homogeneous, white-collar, blue-collar) during the entire spring semester. Meeting as a group once a month with project staff, field test teachers will evaluate the process. In addition, project staff will observe in each classroom weekly. The Guide will be revised during the summer and completed by the end of the project year.

Evaluation. Pre-post instruments will be designed by the project evaluator to measure student growth over a semester's time in the following areas: (1) gains in concrete information about women from their own and others' cultures; (2) ability to diagnose in written profiles of other women the parts played by historical events, cultural beliefs and personal preferences in determining occupational choices; (3) ability to project their own occupational choices, specifying the decisions and behaviors that might be chiefly within their own control and the historical and cultural occurrences that might impede or facilitate their goals. Pre- and post-testing will be done at the beginning and end of the field test.

Final Products. The project staff will prepare: (1) the final version of the Teacher Guide; (2) the completed annotated bibliography; and (3) the summative evaluation report.

Dissemination. The Teacher Guide will be distributed nationally by the Resource Center on Sex Roles in Education (Washington, D.C.) or the Feminist Press (New York).

Chapter Three

The Evaluation Plan

Evaluation answers the question: How will you know that the project has achieved what your proposal has promised? The evaluation section of your proposal should thus present an explanation of the study you will do to determine whether the project has met its objectives. In designing your study, you should include both summative and formative evaluation procedures.

Summative Evaluation

Summative evaluation (which is also called product or impact evaluation) is an assessment of the project as a whole. The summative evaluation design should follow many of the same rules as a research study. For example, it should use:

- Tests (instruments) that are valid (measure what they say they measure) and reliable (measure consistently).
- An adequate number of subjects (in order to make certain that any changes in the attitudes or knowledge of the subjects can be attributed to the products or training the project provides, rather than to anything else).
- Appropriate statistics to analyze the information (or data) collected.

If one of your project objectives was "to develop an instructional unit on sex stereotyping in education that will increase teachers' knowledge of sex-stereotyping and will decrease their sex-stereotypic classroom behaviors," a possible summative evaluation might be planned as follows:

- Develop a (or use an existing) multiple choice test on sex-stereotyping in education.
- Develop a (or use an existing) checklist of classroom stereotypic teacher behaviors.
- Test to make sure that the test and the checklist do measure what you want them to (validation).
- Give the test and checklist to at least 100 teachers from three different schools.
- Randomly divide the teachers into two groups and have one group of fifty go through the instructional unit.
- Give the checklist and the test to all the teachers.
- Determine if the teachers who took the unit changed their responses more than the teachers who didn't take the unit.

Formative Evaluation

The summative evaluation will tell you whether you have reached your objectives upon completion of the project, but it offers little information about the day-by-day quality of the project. This quality is assessed through formative (or process) evaluation. The formative evaluation is usually done by people within the project with the design assistance of outside evaluators. Although you should discuss the formative evaluation in the proposal, its real purpose is to help you, the project staff, during project operations. The formative evaluation gives you information about how things are progressing and helps you see whether the project is on the right track. If the result of the summative evaluation is a poor report, it is too late to do anything about it--the project is over; however, if the formative evaluation results in a poor report there is time to find out what is wrong and make some changes.

A formative evaluation of the objective to develop an instructional unit on sex-stereotyping in education might include:

- weekly meetings with the project staff to determine whether the unit development is proceeding on schedule;
- monthly, bi-monthly or quarterly progress reports;
- review of the instructional unit by the entire project staff for accuracy, clarity, and completeness;
- review of the unit by an expert on sex-stereotyping in education who is not involved in the project for interest, accuracy, clarity, and completeness;
- a field test (or a preliminary showing) of the complete unit by at least fifteen teachers who are asked to complete a questionnaire about what they liked and what they didn't like about the unit.

If you discover a problem with the product at any step of the formative evaluation, you can correct it before the project is over. Keep in mind that a good evaluation design should include both summative and formative components.

In writing this section of the proposal there are several questions you need to address:

- What is to be evaluated?
- How and why will it be evaluated?
- When will the evaluation be conducted?
- Who will conduct the evaluation?
- How will evaluation results be used?

Each of these questions will be discussed in turn.

What is to be Evaluated?

What is to be evaluated simply means that you have to decide which factors will be assessed. There are several things you can do to facilitate this decision. First, you can read the grant application package to find out what the funding agency has to say about how the proposed program must be evaluated. Most Federal agencies state in the application package and in the Federal Register that a certain number of points will be awarded for the evaluation plan and that this plan must include ways for evaluating certain items, such as attainment of the objectives for the proposed program.

Second, use your scope of work from the proposed project and try to come up with a list of items that you think it would make sense to evaluate. As you probably have guessed, this task is somewhat subjective. Some training and background in evaluation methodology would help. Unless you have had this training and experience, it would be wise to consult an evaluation specialist.

How Will It Be Evaluated?

Let's say, for example, that you have decided that project evaluation will be concerned with the extent to which the proposed project is successful in achieving its objectives. Also, let's say that you have decided that your evaluation will focus on whether the proposed activities were carried out as planned and whether any problems resulted from carrying out these activities.

Once you've made these decisions, you will need to list the ways in which you plan to evaluate the attainment of each objective. In performing this task, keep in mind the amount of money you'll have to spend on evaluation. While most evaluators would perhaps argue that it is a good idea to use several methods to measure whether each objective was met, your budget might be such that you can only afford to use one method. The particular method or methods, e.g., observation, interviews, etc., that you use to evaluate the attainment of a given objective should be determined by the nature of the proposed program and your knowledge of evaluation methodology. In any case, you will need to select or develop appropriate evaluation instruments, including tests, observation schedules, interview guides, and questionnaires.

To find such instruments, consult Buros' Yearbook, which is located in the reference section of most public and university libraries, to see what kinds of instruments have already been developed. You might also check with the American Institutes for Research (AIR) in Palo Alto, California, since AIR was recently funded by WEEAP to produce a Sourcebook on instruments related to educational equity for women (such as attitudes toward sex roles and sexism, equity in counseling, sex stereotyping behaviors, career interests and plans, leadership opportunities and abilities, changes in self-concepts and institutional change). For more information write to Kathy Williams, AIR, P.O. Box 1113, Palo Alto, CA 94302.

If you fail to locate existing instruments that meet your specific needs, then you may develop your own evaluation instruments. Any instrument you develop, however, must be cleared through the Office of Management and Budget (OMB) in Washington, D.C. before you use it. The staff at OMB will check your instrument for such things as: validity (whether it measures what it purports to measure), and necessity (whether it is necessary for the conduct of the study). OMB will also decide whether or not the instrument is worthwhile, whether or not it imposes an undue burden on the respondents, and whether or not use of the instrument is an invasion of the respondent's privacy. You will need to allow four to five months turn-around-time for instrument clearance.

Once you have decided how you are going to evaluate the attainment of each objective for your proposed project, your next step is to determine how you will find out whether the activities in your program created the expected impact or results. If, for example, one of the activities is to conduct a workshop in effective management styles for women in education, you could evaluate the impact of this workshop on the participants by administering a questionnaire before and after the workshop (pre/post) that asks questions related to the content of the workshop.

In addition to indicating how attainment of objectives and implementation of program activities will be evaluated, you should also discuss how any products developed or any training sessions conducted by your program will be evaluated. For example, if your program develops training materials such as handbooks or films, you should mention how you will show whether they do what they are supposed to do. One way to evaluate training materials is to conduct analyses of the content, difficulty level, and appropriateness of the materials from the standpoint of instructional objectives and characteristics of the population to be served.

Finally, in discussing how your project will be evaluated, you should include in your evaluation plan a brief description of the statistical techniques that will be used to analyze the data collected. If you have little or no knowledge of statistics or evaluation techniques one excellent source of information is the Encyclopedia of Educational Evaluation by Anderson, Ball, Murphy and Associates (San Francisco: Jossey-Bass, 1975).

When Will the Evaluation Be Conducted?

Your evaluation plan should also include a timeline for conducting the evaluation activities. This is important for two major reasons. First, it lets the funding agency know that you have carefully thought out the evaluation tasks and have an idea of the amount of time it will take to complete them. Second, a timeline for conducting the evaluation tasks can serve as a planning guide for you. It makes it easier for you to schedule your activities and find out how well you are progressing. Evaluation should begin as soon as your project does: do not make the mistake of waiting before you put your evaluator to work, because you may miss some important information. The timeline of evaluation activities can be incorporated into the project timeline (discussed in Chapter Four, The Management Plan).

Who Will Conduct the Evaluation?

The answer to this question should let the proposal reviewer know whether program evaluation will be done by project staff or an outside firm or individual. One issue in the evaluation literature that has received a lot of attention is the relative benefit of using "internal" versus "external" evaluators. At the heart of this controversy is the idea of objectivity. People who believe in internal evaluation argue that internal evaluators (who are part of project staff) are in a better position to evaluate the program because they are more familiar with it. On the other hand, those who favor external evaluation maintain that external evaluators can be more objective because they are not members of the program staff and do not have an investment in the project's success.

Check to see whether your funding agency has requirements regarding whether your evaluation should be conducted by an external or internal evaluator. If they don't specify one or the other, use your discretion and justify your choice in either case.

How Will Evaluation Results be Used?

Under this heading, you should talk about what will be done with each part of the evaluation, i.e., whether the evaluation results will be used to plan or to improve the program, products, or ways of carrying out the program (formative) or whether results will be used to justify past activities (summative). You should also talk about how evaluation results will be communicated to program staff, people who are served by the program, and the funding agency.

The Supplement provides examples of evaluation designs from several proposals, as well as a bibliography of some references on evaluation that you may wish to consult.

Chapter Four

The Management Plan

A very important, but frequently overlooked, component of a grant application is the management plan. It is the explanation of how you are going to do all those things you promised and who is going to help you. Agencies pay particular attention to the management plans of organizations that have not had previous grant experience. Unfortunately, most organizations that have not had previous grant experience usually have not had management experience either. The management plan was one section that was cited as being consistently weak in the grant applications submitted to the WEEA Program in 1977. If your organization has no management experience, you may want to consider asking an experienced corporate or public service manager to help you design your management plan. The section of this Guide on "Making the Project Work" will also be helpful to you in developing the management plan for your proposal.

There are four sections of information that should be included in your management plan:

- staffing (who will work on your project).
- organization (how the staff will work together).
- time schedule (when activities are going to be accomplished).
- institutional capability (what facilities your organization has that will help your project).

Staffing

The staffing section of your management plan should list the staff positions of your project, with the names of people who will fill them--if you know who they will be--and the amount of time they will work (e.g., 50%, 100%, etc.). Make sure your organization allows you to put staff names in before you are funded; you may have to go through prescribed procedures for hiring. A short description of the qualifications of each staff person named should be provided, and their complete resumes or vitae should be included in an appendix to the proposal. List the names and describe the roles of consultants and advisory board members (if you plan to use them) as well as proposed project personnel in your staffing section. When you write either the description of qualifications or the complete resume, remember that non-paid informal experience is just as valuable as paid formal experience. The description of staff qualifications should thus include all the experience each person has had that might be useful in the project, regardless of whether the experience was on or off the job, in school or out. For example, a person who has chaired the programs of a successful PTA for two years has developed many of the same skills as a university public service coordinator.

If you need help in developing resumes, many women's resource centers provide that service. You may also want to use the following example of a description written for a specific project as a guide to writing your own descriptions of project staff:

Anna Valerian, Curriculum Developer (50% time)

Ms. Valerian is the director of the Women's Studies Program in the Groveland School District. In the four years since Ms. Valerian first created this program, she has been responsible for the development of teacher training techniques and curriculum units at all grade levels. Three of the units Ms. Valerian has developed are Asian Women in America, Black Women Poets and Diversity in Families. These and other units are available to school districts throughout the U.S.

Ms. Valerian, who has fifteen years of experience as a high school teacher in history, social studies and the humanities, was formerly director of the first experimental school in the Groveland school system, and is a workshop instructor with Project Advance at the University of San Francisco. She has extensive experience with multicultural agencies, and has an MA in history.

Ms. Valerian's responsibilities will be to

- develop a preliminary version of the Teacher Guide, in conjunction with teachers and consultants;
- observe the use of the Teacher Guide in pilot and field test classrooms;
- revise the Teacher Guide using information from classroom observations, teachers and students;
- develop the final version of the Teacher Guide.

If you do not know who your staff will be, write a job description for each position to be filled. A job description is a short statement of the duties and responsibilities for a particular job. For example, a job description for a research assistant might be as follows:

Research Assistant -- Vacant (75% time)

The research assistant will have the following responsibilities:

- Under the direction of the management team, s/he will compile and annotate a bibliography of all available print and audio-visual materials on women in different racial, ethnic, class and cultural backgrounds in the U.S. that are relevant to the proposed curriculum.
- Develop study questions to be included as part of the annotations in the bibliography, and make recommendations to the management team on critical and relevant study questions to be incorporated into the Teacher's Guide.
- Secure and hire (with the assistance and approval of the management team) qualified and experienced consultants, from different racial, ethnic, class and cultural backgrounds to review portions of the bibliography for quality, cultural relevance and significance.
- Edit portions of the Teacher's Guide as needed.

You may be asked by the funding agency to do a personloading chart. This is a breakdown of how much time (days or weeks, or percent of time over the year) each staff person and consultant will spend on each major task you have outlined. The following table is an example of a personloading chart.

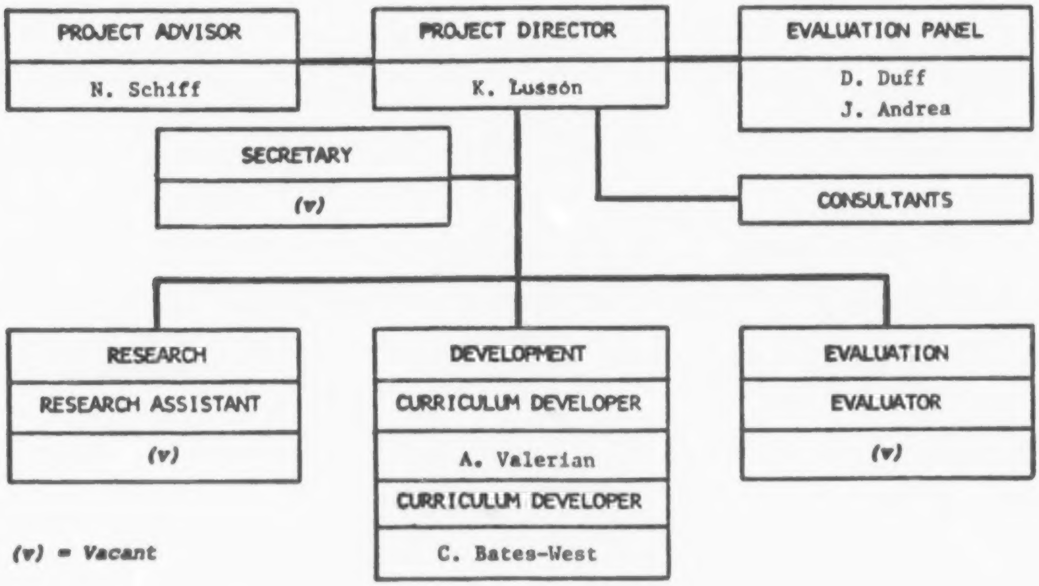
PERSONLOADING CHART

	TOTAL DAYS	DAYS OF EFFORT PER ACTIVITY								
		Training Materials	Workshop Plan	Solicit Participants	Prepare Trainers	Conduct Workshops	Revise Materials	Final Report	Information System	Project Management
Staff Effort										
Project Director	220	40	30	10	20	40	25	10	6	39
Project Associate	175	5	20	40	35	40	30	5		
Project Coordinator	175	5	30	30	35	40	30	5		
Project Evaluator	45		15				15	10	5	
Admin. Assistant	220	55	20	20		10	65	10	6	34
	835	105	115	100	90	130	165	40	17	73

Organization

Along with a description of the project staff and their tasks, you should explain the management or organizational structure of your project. Information should also be included on the lines of authority and responsibility. There is a discussion of two models of management--the hierarchical and consensus models--in the section called "Making the Project Work." A simple organization chart might look like this:

ORGANIZATION CHART (Hierarchical Model)



The organization section of your management plan should also include:

- a discussion of why the management plan that was designed was chosen; how it will ensure effective and efficient use of people and materials; how it will ensure achievement of project objectives and completion of the project within the limitations of time, staff and dollars;
- provisions for staff supervision and evaluation;
- provisions for staff communication, meetings, etc.;
- a description of the people that the project is designed to help;
- a discussion of specific plans for cooperative efforts with other groups with similar concerns, if this fits into your overall proposal idea;
- a consideration of the factors that could impede or accelerate the project, and how they might be handled.

A word of warning: if your organization favors the consensus model structure of group decision-making, rather than the more traditional hierarchical model depicted in the chart (which relies on a director to make most of the decisions), be aware that the funding agency will require that someone be designated as the project director or principal investigator. That person will be held responsible for the project as a whole, and will be the official project contact with the funding agency.

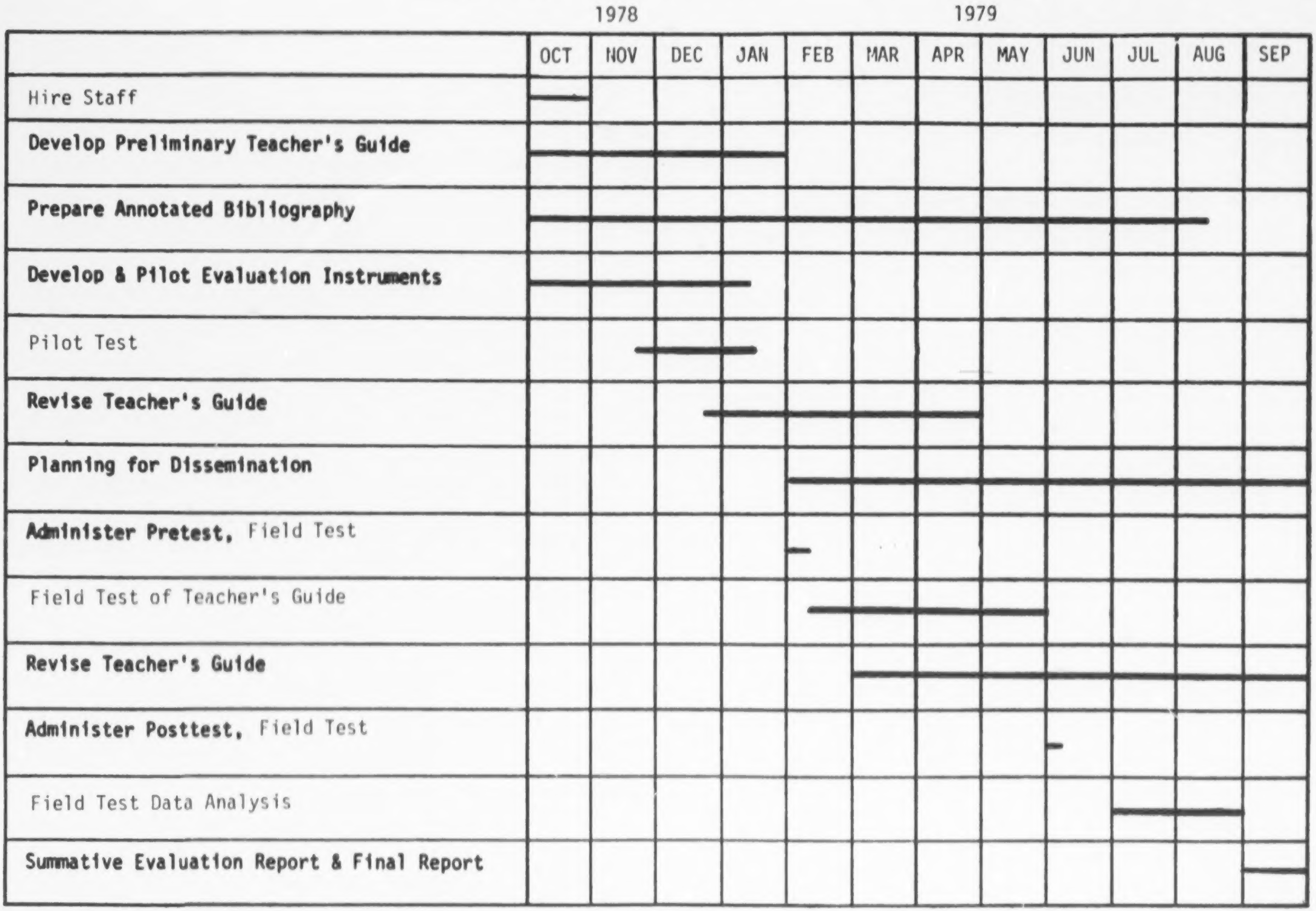
Time Schedule

Your management plan should also include a timeline or chart that shows what activities take place at what point in time and for how long. The following page is an example of a timeline.

In your timeline, allow time for hiring staff, setting up an office (if appropriate), and dealing with circumstances that are beyond your control, such as delays in printing, delays in data collection, mailings during holidays, etc. If possible, allow yourself a 10% cushion overall. Also, remember that the starting date of the project can sometimes change, depending on the length of the review and negotiation processes. Be aware, too, that completing the writing of the final report does not always signal the end of the project. More time may be needed to see that the report is edited, typed and duplicated.

A well-planned, well-organized timeline shows the funding agency that you are approaching your task in a realistic and specific manner. You will find that you refer to the timeline quite frequently during the course of your project to help you keep on schedule. The timeline is also useful in formative evaluation as a tool to measure the project's progress.

HIGH SCHOOL CURRICULUM TIME LINE

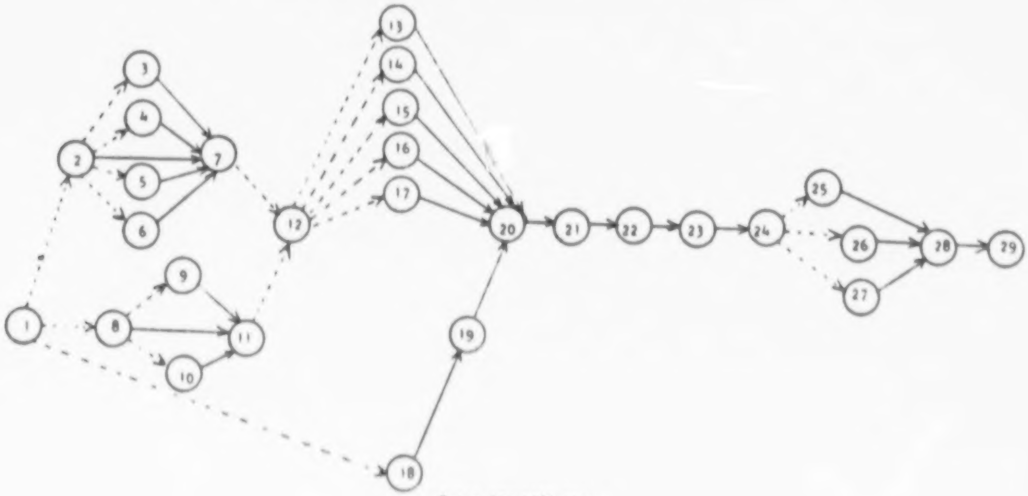


PERT Chart

Another possible addition to your management plan in the Time Schedule section is a PERT (Program Evaluation Review Technique) chart. This is a pictorial representation of project activities showing their interrelationships and priorities of completion. It attaches no specific times to the tasks. Since it is complex, find out if the funding agency requires it before you spend time developing one. If you are interested in learning how to design and utilize PERT charts, read Desmond Cook, Program Evaluation and Review Technique: Applications in Education (Washington, D.C.: Superintendent of Documents, 1971).

The following is an example of a PERT chart. The solid lines signify a task that consumes time and has a dependency on the previous event. A dotted line is a null task that does not consume time but indicates a dependency upon the previous event.

Figure 41.—Summary Network for Curriculum Project



Event Identification

1. Project Start
2. Objective Start
3. Start Philosophical Evaluation
4. Start Psychological Evaluation
5. Start Content Evaluation
6. Start Measurement Evaluation
7. Objectives Complete
8. Start Structure
9. Start Determination
10. Start Evaluation
11. Structure Complete
12. Start Instructional Materials
13. Start Teacher Manual
14. Start Student Material
15. Start Audiovisual Aids
16. Start Evaluation
17. Start Reference
18. Start Dissemination Procedure
19. Start School Sample
20. Start Material Distribution
21. Start Tryout
22. Start Evaluation
23. Start Final Materials
24. Complete Final Materials
25. Start Publications
26. Start Teacher Orientation
27. Start Administration Orientation
28. Start Lay Orientation
29. Project Complete

(Cook, 1971, p. 55.)

Institutional Capability

Some funding sources ask for extensive information on the qualifications and facilities of your organization to ensure success of your project. For example, the WEEA program stresses prior experience in women's educational equity by the organization as well as by the proposed project staff. This experience could be shown by describing other educational equity projects that have been done or are in progress by your agency, by listing products that have been developed by others in your agency, or by describing courses offered or meetings held that dealt with educational equity, and so on. Other relevant information that could be included in the institutional capability section concerns facilities: print shop or duplicating machine, a library or access to a library, a computer for data analysis, accounting assistance, a good relationship with the community, a successful affirmative action program, a convenient geographic location, experience in the type of project you are proposing, experience of other staff in the organization who can be called on to help in your project.

If you belong to a small or new organization that does not have the kinds of capabilities that large agencies have, it is still possible to write this institutional capability section by describing your ease of access to the facilities you need, and by getting letters of support from groups you have worked with that attest to your experience in the work you are proposing. Basically, you should try to be creative in convincing the funding agency that your organization is stable and has the resources to successfully complete the work that you are proposing.

Chapter Five

The Budget

After you've discussed what you're going to do with your idea and how you're going to do it, you need to find out how much it is going to cost. If you have written a well-conceived, complete proposal, writing a good, justifiable budget will not be difficult. If, however, your proposal is incomplete, writing a good budget will be almost impossible.

The budget for your program amplifies your grant application by indicating the resources you will need to complete your project. These resources include people's time, travel costs, consultants, supplies, and any other expenses that will be incurred to complete the effort that you are describing in the technical portion of your grant application. Inclusion of this information in your budget will aid reviewers by clarifying their understanding of what it is you plan to accomplish.

GENERAL GUIDELINES

One of the first points to remember about budgeting for your project is that you shouldn't underestimate your costs. If you say you're going to do a project that should cost $50,000 for only $10,000, most reviewers will recommend that you not be funded because there would not be enough money to do the project well. On the other hand, if you are funded on an underestimated budget, you will have to do less than you said you would do, or pay the difference out of your own pocket, or try to get more money from the funding agency. None of these are particularly attractive alternatives. You can avoid them by trying to make a realistic projection of your costs.

This admonition is especially important during negotiations when the funding agencies ask you to reduce your budget. At this time, it is important to reduce only those costs that correspond to reductions in your scope of work, or that result from known changes in the method or quantity of your work.

Assistance With Budget Details

As you plan your budget, you may seek assistance from many people. Your Grants Office or Business Office (at a university or foundation) is probably experienced in budget preparation. People who have received grants in the past will be familiar with techniques for preparing grant budgets. Cost information for the items you plan to purchase, such as travel, consultants, supplies, or materials, can be estimated by speaking to the people who sell these services.

Inflation

As you plan your budget, one way to ensure that you are not underestimating costs is to include money for inflation. Often, budgets are prepared six months or a year before the program actually starts, and are intended to cover a performance period of a year or more. It is wise, therefore, to add an inflation factor to current costs at a rate you feel would cover cost increases you will face during your project.

It is especially important to provide for increases in current salary costs. Your staff will often be receiving salary increases on an annual basis and possibly even more frequently. Try to anticipate these salary increments and provide for them in your budget.

Justification

Be sure to explain all budget items so that a reviewer can understand what they are for and how they were computed. Some items that frequently raise questions are large amounts for travel, computer costs, fees to subjects, supplies, furniture, and equipment.

Because an appropriate justification statement explains what a cost item is (e.g., salary of the project director, etc.) and how that expense item was calculated (e.g., 50 days @ $84.00 per day) it helps you remember to include other items and prevents you from overlooking costs.

WHAT TO LOOK FOR IN YOUR GRANT APPLICATION PACKAGE

The grant application package is used for nearly all Federally-funded grants programs. Each foundation, however, uses its own method for disseminating grant information. If you're looking for funds from the Federal government, you'll need to obtain the grant application package from the particular agency that is funding the work. If you're looking for foundation funds, write to each foundation asking for guidelines and their grant application information package.

Type of Agreement

The application package will describe exactly what type of agreement is planned. Foundations almost always provide "grants." Federal agencies, however, may provide either contracts or grants.

Federal grants are nearly always "cost reimbursement," i.e., they reimburse you for costs that you incurred on the proposed project up to the grant amount. Even if you receive an advance payment for the full grant amount, you are required to refund any unspent funds.

Agency Restrictions

Eligibility

Federal procurements or grants are sometimes limited to certain types of individuals and/or organizations. Since it is important that you don't waste time writing a grant for which you are not eligible, look carefully for the eligibility requirements in the grant application package. If the package is unclear, eligibility can be determined by referring to the Federal Register pages usually included in your package. If you are unsure about your eligibility, call the "for further information" person listed in the package.

Construction and Equipment

The Federal government generally prohibits expenditures under its grants for equipment or construction of facilities. The application package will describe when such expenditures are allowable.

Indirect Charges (Expenses)

Some Federal grant rules limit "indirect charges" (those charges or expenses that are not specifically identified with the project) to a fixed percentage of costs. Look carefully for these restrictions, especially in "training grants."

Matching Funds - Cost Sharing

Foundations and Federal government agencies often view expenditures by your organization on objectives related to the project as a measure of the organization's commitment to the project. These expenditures are called cost sharing. Cost sharing is required on Department of Health, Education, and Welfare (DHEW) grants, and on grants from many other agencies as well. The grant application package generally explains cost sharing requirements.

Nearly all projects can easily show some type of cost sharing. Because cost sharing is such an excellent way to demonstrate your commitment to the project, you should consider cost sharing on nearly all projects, even when it is not required. The time of a volunteer advisory board, the participation of teachers, social workers, or others on an unpaid basis, or the availability of other types of volunteer services to the project may be properly used as "in-kind third-party" cost sharing in many cases.

Occasionally, however, agencies require cash, or "hard match" cost sharing. Since these funds may be beyond your resources, check carefully to see whether offering cash is part of the cost sharing requirements in your grant application.

Period of Performance

The grant application package describes the period of performance. Often, there is only one period of performance, a circumstance that makes budgeting relatively simple. However, look for any unusual provisions, such as the requirement that you provide a budget for the first six months, followed by a budget for the next 18 months. This is known as budgeting by "phases" of the work.

Availability of Funds

Your grant application package will indicate the total amount of program funds available, the range of grants to be awarded, the average amount planned for individual grants, and the approximate number of grants to be awarded in each category, e.g., small grants, new general grants, continuing projects, etc.

It is permissible to go above or below the average grant size listed, but you should be prepared to explain why.

Terms and Conditions

Each Federal grant application package will explain the conditions of that individual grant.

Cost Provisions

Most DHEW grants are issued under the Code of Federal Regulations, 45CFR Part 100, 100a, 100b, depending on the type of organization you are. In any case, the grant application package will describe the cost provisions that will govern your proposed project.

Consultant Restrictions

Federal grants usually restrict consultant fees to a maximum of $100 per day unless prior approval has been given to pay at a higher rate.

Travel

Some grants specify exactly which travel expenses will be paid at exactly what levels. Others will allow you to charge according to your own agency's normal and reasonable policy.

Other Terms and Conditions

Look for restrictions on:

- Printing -- probably requires you to submit large printing jobs to the grants officer for printing by the Government Printing Office.

- Audio-Visual productions -- probably requires approval; allow a minimum of 30-45 days.
- Object Class Transfers -- expenditures may be limited to budgeted amounts for each "object class" (i.e., "salaries," "travel," and similar categories). This means that even if you saved money on salaries, for instance, you couldn't buy additional necessary supplies.

BUDGET FORMATS

The grant application package will describe the common Federal forms that will be required for your budget preparation. Nearly all DHEW grants will require a budget on Form 608T, a rather simple two-page form specifying costs in terms of "object class categories." Foundations will often accept budget forms that you design, but you might check with the foundation to be sure that your forms will be acceptable to them. A sample Budget Information Form 608T is included at the end of this chapter.

Object Class Category Budget

"Object class categories" are the types of expenses you expect to incur in your program. For instance, "salaries," "travel," "consultants," "supplies," and "general and administrative expenses," are all "object class categories." An object class category budget will provide only lump sum figures for each of these categories.

Line Item Budget

A line item budget explains, within each object class category, the individual items that will be purchased. For instance, in the "personnel" object classification, line items would be the salaries for the individual job positions on your project. The total of these items will be the total of the object class category on your grant. Each budget category is justified by describing what it is and how the cost is calculated.

Individual Object Class Categories

Category (a), Personnel

"Personnel" costs include the salaries of the staff working directly on your project. It does not include the salaries of administrative personnel not assigned to your project who are covered by the general administrative expense rate or indirect charges. On the budget justification forms you'll fill out, the budget justification required for personnel costs includes, for each staff member:

- a position description.
- a rate per period (hour, day, week, etc.).
- the total cost of salaries.

Samples of an Application for Federal Assistance form (608T) and budget justification forms for a hypothetical high school curriculum development project are included at the end of this chapter.

When you have looked over Form 608T and the budget justification forms and feel ready to fill in category (a), you may want to consider the following additional points:

1. Have you included enough days for typists, field workers, and others who will be needed for clerical aspects of the program?
2. Have you projected salary increases - especially in multi-year projects?
3. Is the project director shown at a high enough percent of time (above, say, 50%) so that s/he doesn't look like a figurehead?
4. Are key positions filled and do staff skills match project requirements?

Category (b), Fringe Benefits

"Labor overhead" is the government's term for what most of us know as fringe benefits.

Fringe benefit costs are those expenses that the employer pays over and above the employee's salary. Fringe benefit costs include the employer's contribution to Social Security (FICA), unemployment insurance, worker's compensation insurance, medical insurance, retirement plans, disability insurance, and other payroll taxes. Salary expenses that may be included in fringe benefit costs in some institutions include salaries for vacations, holidays, sick leave, maternity leaves, jury duty, and similar "paid leave" days. Fringe benefits costs can range up to more than 50% of salaries, if the salary base is days actually worked on a project. (In other words, not including the days paid for vacation, sick leave, etc.)

If you have a grants office or finance office in your organization, its staff can provide you with the current fringe benefit rates. If your organization doesn't have a finance office or doesn't have a rate already computed, an accountant can calculate a fringe benefit rate for bidding purposes.

Budget justification for fringe benefits is straightforward: show exactly how fringe benefits were calculated as a percentage of salaries.

Category (c), Travel

Travel is often required for staff as well as for consultants on projects. Often, there are two types: local travel, which will allow project staff to return to their own homes at night, and long-distance travel, which generally requires a plane flight and an overnight stay at a site away from home. The government requires very strong justification for these expenses so you should be prepared to explain not only the purpose, but also the cost estimate for each individual trip.

Long-distance Travel. Indicate long-distance travel of staff only under this object class. (Travel expenses of consultants, as well as the local travel costs of staff, are entered under object class category (h).)

As the sample budget justification sheets that follow show, for each trip, the cost of airfare, per diem or subsistence, and "other costs" should be separately identified. Other costs include surface travel, taxicabs, bridge tolls, parking, auto rentals, and similar expenses. In the "Budget Notes" section, explain whether the basis for estimating these expenses is a standard policy of your organization or government policy.

Travel Restrictions. The grant application package will tell you how travel costs are restricted. Generally, you are required to follow the standard policies of your agency, or, if you have no policies, to abide by Federal policies. In either case, air travel must be estimated at "less-than-first-class" rates (i.e., "coach" class).

Category (d), Equipment

This item is the cost of equipment that must be purchased for your project. (Unless your organization has a different policy, "equipment" includes items that cost $300 or more and that have a useful life of more than one year. Items that cost less than $300 should be included in "supplies" expenses.) Read the grant application guidelines carefully to determine whether you will be allowed to purchase equipment - generally such expenditures are not allowed. If, however, you have a documented need for "special equipment" which could not be used in a normal project, enter the costs and justify it on budget justification schedules. "Special equipment" does not usually include ditto machines, copiers, typewriters, filing cabinets, desks, or other pieces of office furniture. Nor does it include the cost of renting any of these items.

Category (e), Supplies

This category includes materials you purchase to operate your program, such as:

- desk supplies (if not included in indirect expenses)
- books or periodicals which must be purchased
- films to be rented or purchased
- computer cards or tapes
- special test materials.

The budget justification sheet should include a description of the item (and, if the need is unclear, why it's needed) and, of course, its cost.

Category (f), Contractual

Subcontracts are agreements between your organization and a second organization which pay the second organization (or "subcontractor") to do part of your scope of work. Agreements with individuals to assist you in doing part of your scope of work should be included under the "consultant" line.

Subcontracts require complete explanation on the budget justification sheet. Show the subcontractor's name and the contract amount in your budget justification. Following your budget, attach an estimate from your subcontractor on your subcontractor's letterhead. It should be clear from your scope of work exactly why the subcontractor is required and what work the subcontracting organization will perform.

Category (g), Construction

Federal government grants usually prohibit expenditures for new construction, alterations or renovations. If such expenditures are allowable, they should be entered under this budget category.

Category (h), Other Direct Costs (Charges)

This object class introduces a term that should be defined. "Direct costs" are those costs that can be specifically identified with your program. Generally, all the costs discussed above (except object class category (b), Fringe Benefits, which is a type of "allocated cost") are direct costs, i.e., you can identify these costs as being of benefit to your particular program rather than to several programs.

All direct costs not covered by the other budget categories should be included here. This category thus encompasses such things as computer charges, consultant fees, consultant travel, all local travel, telephone, postage, space or equipment rental, printing, etc. Be creative, but indicate exactly what each item is, what it is for, and how the cost was estimated in your budget justification sheet.

The following items fall within Category (h), Other Direct Costs.

1. Consultants

Consultants' fees are entered in this space. Your justification should include an identification of the consultant (name, or if that's not possible, the title), the purpose for the consulting work, the consultant's daily rate and the number of days planned for each consultant.

When planning this budget item, consider the agency's daily rate limitation (usually, $100/day) regarding consultants' fees, as well as the possible limit on the number of days per calendar year you may use an individual consultant.

2. Other Personnel Services

Payments to individuals who are not employees or consultants should be entered under this budget category. It includes payment of stipends and honoraria for personnel services such as substitute teacher fees, temporary clerical help, payments to temporary employment firms, etc.

3. Travel Expenses

Two types of tavel are entered under this budget category: all local travel and transportation, and long-distance travel expenses for consultants and other non-project people. When listing long-distance travel, show on the budget justification sheet the cost of airfare, per diem or subsistence fees, and "other costs" for each trip.

Since local travel usually entails riding in a private car or rented car, reimbursement is on a cost-per-mile basis or involves the cost of renting a car for a specific project-related trip. A sufficient justification for local travel is a list of an approximate number of trips, approximate mileage for each trip at a stated cost per mile and, if possible, representative destinations (e.g., "school sites," or "recruitment sites").

4. Communications

Includes telephone, postage, and special freight charges. For telephones, consider the following:

- Will you incur telephone installation expenses?
- Will you be making a lot of long-distance phone calls?
- Will you require special WATS lines? (Either "800" lines or outgoing lines?)
- Cost of special services and instruments you will need can be estimated by your phone company, but they will generally be unwilling to estimate your common long-distance and local use charges.

Remember that telephone costs can be significant: it is not at all unusual to run up a phone bill of $100 to $150 per month per professional employee.

For postage, include the cost of outgoing letter mail as well as heavier shipments, such as workshop materials, supplies to outlying field district offices, etc. You can save big dollars if:

- You can get a bulk mail permit to cover most large mailings.
- You can mail under a non-profit organization stamp.

5. Reprographics

Reprographics (e.g., printing, duplicating, art work, and bindery) should include the cost of each of the publications you will produce. You can get rough quotes on each of these from local printers. Alternatively, if your organization has its own inhouse reproduction shop, they may be able to provide estimates on each item.

Remember to include the cost of producing several versions of the same piece of work, e.g., a preliminary version and a final version of a report. The preliminary version is reviewed in Washington by your project officer and the final version, which incorporates the project officer's suggestions, is produced for distribution. It is usually wise to allow for a few extra copies of every document for your own internal archives, for lost copies, and for the inevitable printer's mistakes.

In your budget justification, include the document title ("Preliminary Report"), a quantity and size estimate (50 copies with 200 pages in each copy), any special operations ("binding," "Half-tone pictures"), and the cost ("3¢ per page" or "$1.57 per report").

Projects seem to consume an incredible number of photocopies (Xerox copies) these days. In your budget justification, enter the number of copies you expect to use and the base rental cost per month if you have to rent a machine. (Some organizations include these costs in their indirect expenses -- if so, you do not have to estimate them at all.) You can get cost estimates by contacting local suppliers of photocopy services or, if you have access to central copy facilities, your own business office.

6. Other Services

Enter special services which must be purchased by your project. Include such items as:

- computerized mailing lists
- fees paid to participants in workshops, etc.
- fees paid to school districts for substitute pay
- janitorial services, answering services, security services, meal services, laundry services and the like.

Royalties of any size are very seldom encountered on DHEW grants. If, however, you plan to pay royalties for the use of copyrighted products, enter the cost on this line and justify it.

On your budget justification sheet, describe the services, explain why they're necessary, and show the cost and method of computing the cost for each item.

Category (j), Indirect Charges

Indirect charges are assessed by your organization to cover costs which cannot be specifically identified with a project. They include your organization's rent costs (if this is not a direct cost), as well as charges for accounting and personnel functions, management, a board of directors, and other similar administrative structures. The indirect charge (also called "general and administrative expense" or "indirect expense") is expressed as a percentage of some "base cost." The "base" is often either direct salaries or total direct costs.

If you are a beginning organization, you should have your accountant compute an indirect charge rate based on your budget for the entire year. You may have to justify this rate in cost negotiations on your grant to the grants officer and possibly negotiate it with local Federal officials.

If your organization has previously signed government contracts and/or grants it probably already has a negotiated rate which you can get from your grant or accounting business office. Generally, no budget justification is needed for this line item unless a rate has not previously been established for the Federal government. Enter on your Form 608T the rate as a percentage and the object class category(ies) to which it applies. If computation is detailed or complex, attach a separate schedule explaining how indirect charges are calculated for your organization.

Line (k), Total Estimated Cost

On the grant 608T budget form, enter the combined totals of lines (i) and (j). For all applications the total amount in column (5), Line (k) should be the same as the total amount shown in Section A, Column (e), Line 5. For supplemental grants and changes to grants indicated in columns (1) - (4), the total amounts as shown on Line (k) should be the same as that shown in Section A, columns (e) and (f) on Line 5.

ITEMS THAT CANNOT BE CHARGED TO THE GOVERNMENT

The cost principles referenced in your grant application package will list a number of items which you may not charge to the government under any circumstances, and a few items for which you need prior approval to include in your budget. You may not charge for the following items:

- Interest expenses - the interest you pay on borrowed money for any purpose whatsoever.
- Membership solicitation expense - the expense of mailings, telephone solicitations, salaries for employees to solicit funds, or printing or accounting expenses for solicitation of funds from either your membership or the general public.
- Fines or penalties assessed by local, state, or Federal jurisdictions.
- Sales taxes on supplies for exclusive use on Federal contracts - you should file a special form with your particular state on your quarterly sales tax returns.
- Organizing costs - the costs of forming, incorporating, and otherwise starting a new business.

If there is anything else you feel to be questionable, a call to the agency's grants officer, in advance, will clarify the government's position on the item. If items are included in your budget which are not allowed, they will be deleted during negotiations.

TRANSFERRING INFORMATION FROM THE BUDGET JUSTIFICATION TO PART III OF THE 608T - DHEW BUDGET FORM

Section A - Budget Summary

Begin by listing each functional activity under the numbers 1, 2, or 3. List the Federal catalog number in Column (b). Column (c) and (d), "estimated and obligated funds," do not have entries unless money is left over from a prior year. The total amount of Federal funds you are applying for is entered in Column (e). The cost sharing amount is entered in Column (f). Column (g) is the total of Columns (e) and (f) (and, if used, Columns (c) and (d)).

Section B - Budget Categories

Enter the detailed budget for the current program year. Columns 1, 2, 3, and 4 are used to enter costs for the different functional activities. Item 6 presents each "object class category" [(a) through (j)] that you computed while completing the budget justification. Totals are taken in Line (k) for Columns 1, 2, 3, and 4. Each objective category is totaled in Column 5.

Section C - Non-Federal Resources

Report cost sharing in this section.

Section D - Forecasted Cash Needs

Specify how much cash you need and when you need that cash from the Federal government. The total for first year for "federal," line 13, should equal your budget for that year. Division between the quarters, however, needn't be absolutely precise.

Section E - Budget Estimates of Federal Funds Needed For Balance of the Project

Indicate how much funding is planned for future years. Column (b), the first year, is always the year covered in the budget justification. Columns (c), (d) and (e) are lump sum budgets for following years; they will be justified in future budget submissions.

Section F - Other Budget Information

Enter a general explanation of costs. Explain that for direct and indirect charges (items 21 and 22) details are included in attached budget justification sheets.

Authorized Signature

Make sure that the 608T, or any other form is signed by an authorized official (most organizations have a special person authorized to sign legal documents.) This is important because the government will discard an unauthorized proposal without considering it.

To sum up the information presented in this chapter, a budget is a way to conceptualize your costs and to show the government exactly how you estimated those costs and what they are for. Detailed justification sheets may appear to be a lot of work (and are!), but they ensure that you don't forget an item because you rushed through a budget. A good budget amplifies your scope of work and helps you get the funds to do a good job on your project. The following are samples of forms that you will be required to fill out in the course of completing your grant application.

OMB NO. 80-R0188

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY
USOE

ORGANIZATIONAL UNIT

ADMINISTRATIVE OFFICE

STREET ADDRESS - P.O. BOX

CITY STATE ZIP CODE

4. APPLICANT NAME

DEPARTMENT DIVISION

STREET ADDRESS - P.O. BOX
ADDRESS

CITY COUNTY

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT
HIGH SCHOOL CURRICULUM

6. FEDERAL CATALOG NUMBER
15.XXXXX *(From Grant Announcement)*

7. FEDERAL FUNDING REQUESTED
$ 239,317

8. GRANTEE TYPE
____ STATE, ____ COUNTY, ____ CITY, X OTHER *(Specify)*

9. TYPE OF APPLICATION OR REQUEST
X NEW GRANT, ____ CONTINUATION, ____ SUPPLEMENT, ____ OTHER CHANGES *(Specify)*

10. TYPE OF ASSISTANCE
X GRANT, ____ LOAN, ____ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
(Enter from your analysis)

13. LENGTH OF PROJECT
12 months

12. CONGRESSIONAL DISTRICT
a. *(Call local office of*
b. *Congressional Representative)*

14. BEGINNING DATE
October 1, 197X

15. DATE OF APPLICATION
(Enter mailing date)

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME AUTHORIZED OFFICAL	TITLE	TELEPHONE NUMBER		
SIGNATURE OF AUTHORIZED REPRESENTATIVE MUST BE SIGNED		AREA CODE XXX	NUMBER XXXXXXXX	EXTENSION

For Federal Use Only

HEW GCHT

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. HIGH SCHOOL CURRICULUM	XX.XXX	$	$	$ 239,317	$ 10,000	$ 249,317
2.						
3.						
4.						
5. *TOTALS*		$	$	$ 239,317	$ 10,000	$ 249,317

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1) HIGH SCHOOL CURRICULUM	(2)	(3)	(4)	
a. PERSONNEL	$ 108,430	$	$	$	$ 108,430
b. FRINGE BENEFITS	39,524				39,524
c. TRAVEL	1,116				1,116
d. EQUIPMENT					
e. SUPPLIES	3,040				3,040
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER	29,191				29,191
i. TOTAL DIRECT CHARGES	181,301				181,301
j. INDIRECT CHARGES	58,016				58,016
k. *TOTALS*	$ 239,317	$	$	$	$ 239,317
7. PROGRAM INCOME	$	$	$	$	$

Same Totals

HEW-608T

OMB APPROVAL NO. 29-R0218

SECTION C - NON-FEDERAL RESOURCES

	(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8.	HIGH SCHOOL CURRICULUM	$	$	$ 10,000	$ 10,000
9.					
10.					
11.					
12.	*TOTALS*	$	$ -0-	$ 10,000	$ 10,000

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898
14. NON-FEDERAL					
15. *TOTALS*	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

	(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (*years*)			
		(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.		$ 255,000	$ 275,000	$ 325,000	$ 380,000
17.	Rough "lump sum" figure				
18.					
19.					
20.	*TOTALS*	$ 255,000	$ 275,000	$ 325,000	$ 380,000

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

See Budget Justification for Details

22. INDIRECT CHARGES:

See Budget Justification for Details

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

HEW-608T

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.
Page 1 of 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

HEW 608-T	SUMMARY			TOTAL COSTS $
a.	SALARIES *(Personnel)*			108,430
b.	FRINGE BENEFITS			39,524
c.	TRAVEL			1,116
d.	EQUIPMENT			
e.	SUPPLIES			3,040
f.	CONTRACTUAL			
h.	OTHER DIRECT COSTS	*(1) Consultants*	$ 7,350	
		(2) Other Personnel Services	2,890	
		(3) Travel Expenses	5,530	
		(4) Communications	9,425	
		(5) Reprographics	3,121	
		(6) Other Services	875	
		(7)		
		(8)		
		Total Other Direct Costs		29,191
i.	TOTAL DIRECT COSTS			181,301
j.	INDIRECT CHARGES			58,016
k.	TOTAL ESTIMATED COSTS			239,317

3034 (5/23/78)

Date Prepared:

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 2 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

STAFF SALARIES & BENEFITS		STATUS	RATE PER DAY $	TOTAL DAYS	TOTAL COSTS $ ▽
a	SALARIES ⁚⁚				
	Personnel				
	Project Director	E	87	220	19,140
	Project Evaluator	E	73	220	16,060
	Research Assistant	E	61	220	13,420
	Administrative Assistant	E	73	220	16,060
	Field Specialist	E	61	220	13,420
	Field Specialist	E	61	220	13,420
	Secretary	N	47	220	10,340
	Curriculum Developer	T	73	90	6,570
	TOTAL STAFF EFFORT & SALARIES			1630	108,430

FRINGE BENEFITS ⁚⁚			
Exempt Employees (E)	40.00% *of $*	91,520	36,610
Nonexempt Employees (N)	25.00% *of $*	10,340	2,585
Temporary Employees (T)	5.00% *of $*	6,570	329
TOTAL FRINGE BENEFITS			39,524
		TOTAL STAFF COSTS	147,954

3030 (5/23/78) ⁚⁚ SEE NOTES TO BUDGET JUSTIFICATION *Date Prepared:*

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page 3 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

C TRAVEL *(See Notes to Budget Justification for travel expense policies, rates, and allowances.)*	*Airfare* *$*	*Other Costs* *$*	*Subsis-tence* *$*	TOTAL COSTS $ ▽
Long-Distance Staff Travel				
S.F. to Washington, D.C. - 2 trips 4 days total	900	40	176	1,116

3031 (5/23/78)

Date Prepared:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page 4 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
e. Supplies & Materials: *(Description & cost or method of computing costs)*	
Research materials, publications, etc., 100 items & $7.50 average	750
Film Purchase - 10 films @ $225/film	2,250
Data Processing Cards - 5,000 @ $8/1,000	40
TOTAL SUPPLIES & MATERIALS	3,040
h. Other Direct Costs	
1. Consultants: *(Consultant's name and function, days & rate -- separate entries for each rate)*	
Material Evaluators - 10 @ 5 days each @ $100/day	5,000
Curriculum Developers - 5 @ 3 days each @ $100/day	1,500
Honorarium for Teacher Feedback - 10 @ $25	250
Field test teacher honorarium - 6 @ $100	600
TOTAL CONSULTANTS	7,350
2. Other Personnel Services:	
Substitute Teacher Fee - 10 teachers @ 8 days each @ $33/day	2,640
Stipend for Student Feedback - 50 @ $5	250
TOTAL OTHER PERSONNEL SERVICES	2,890
3. Travel: *(Local Staff Travel and Consultant Travel)*	
160 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	1,440
420 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	3,780
36 trips, 20 miles per trip @ 18¢ per mile (1 trip/month/classroom for 6 months)	130
50 trips, 20 miles per trip @ 18¢ per mile	180
TOTAL TRAVEL EXPENSES	5,530

3032 (5/23/78)

Date Prepared:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.
Page 5 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
4. Communications: *(Telephone $ amounts plus any special freight or postage items)*	
Base telephone rate & toll charges $100/FTE/month X 12 months	8,880
Postage 5 items/day @ 13¢	170
Pilot & Field Test Guides - 50 each @ $3.75	375
TOTAL COMMUNICATIONS	9,425
5. Reprographics: *(List each publication separately, stating number of pages, number of copies, and any special bindery)*	
Bibliography I - 100 copies of 50 pages @ 3.0¢/page	150
Bibliography II - 100 copies of 50 pages @ 3.0¢/page	150
Guide, Pilot Test - 50 copies of 200 pages @ 3.0¢/page	300
Guide, Field Test - 50 copies of 175 pages @ 3.0¢/page	263
Guide, Final - 250 copies of 175 pages @ 3.0¢/page	1,313
Test, Pre - 200 copies of 10 pages @ 3.0¢/page	60
Test, Post - 200 copies of 10 pages @ 3.0¢/page	60
Evaluation Report - 50 copies of 100 pages @ 3.0¢/page	150
Copying: *(Enter number of copies and cost per copy if meter charged and base rental cost per month if a machine rental must be paid)*	
15,000 copies @ 4.5¢/copy	675
TOTAL REPROGRAPHICS	3,121
6. Other Services:	
Computer time - 1 hour @ $375/hour	375
Telecopier rental - $50/month for 10 months	500
TOTAL OTHER SERVICES	875

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Date Prepared:

Chapter Six

Putting It All Together

Having written the narrative, evaluation, management plan and the budget sections of your proposal, you've done most, but not quite all, of the work required. You still have to put the proposal together with an abstract, a table of contents, appendices, and a title. You may also have to fill out some Federal or state forms and write a cover letter.

The Abstract

Writing an abstract or summary of your proposal is an important task. Although it is the last part of the proposal to be written, it is the first part of the proposal the reviewer reads. The abstract is often used to make an initial assessment of the proposal as well as to determine who should review it. A concise informative abstract starts the proposal off well.

Some Federal and state agencies provide a form for the abstract and limit its length to 200-250 words. Other funding sources leave it to the writer's discretion. In any event, the abstract should not exceed two double-spaced typed pages.

A variety of sources including press releases, agency reports, and the Educational Resources Information Center (ERIC), may use your abstract as a summary of your project, so prepare it with care, using broad but accurate concepts. Write the abstract for an intelligent lay reader, such as a reporter or a congressional aide, and avoid jargon.

Your abstract should include:

- the project title,
- the name of the project director,
- the name of your organization,
- the starting and ending dates,
- a brief description of the need,
- a brief statement of objectives,
- a one or two paragraph general description of your plan of action, and
- a brief statement on the potential the project has to achieve results (i.e., meeting the previously stated needs).

See The Supplement for examples of abstracts.

The Title

After the abstract is written, it is time to think of a title. Do not be flip, cute or snide. Congressional representatives who have publicized and ridiculed proposals with controversial or funny titles have made Federal agencies very sensitive about titles.

Your title should reflect the major purpose of the project in objective terms that are easily remembered. The title should be short, descriptive, and not in conflict with the goals of your funding agency. You may want to use such acronyms as SEE (Stereotyping Ends Excellence) or HERS (Higher Education Resource Services), but make sure the acronym avoids emotional overtones, is not a double entendre, and is not a duplicate of one that already exists. Reconstruct it so that it communicates (as we have just done in the two examples). Remember, the title of your proposal serves many of the same purposes as the abstract, but in a more concise way, and is therefore just as important.

The Contents

Proposal writers often have a tendency to ignore the table of contents section because they feel that it really isn't that important. Don't fall into that trap. A good, clear table of contents with its descriptive list of all the sections and appendices (including the starting page of each section), can be a great help to the reviewer.

Tables of content are not difficult to write, but must be accurate if they are going to be useful. In the table of contents it is always better to be too detailed than to be too skimpy. For example, the entry "Chapter 3: Method of Evaluation, p. 25" is always preferable to "Chapter 3, p. 25."

The table of contents should make reference to each of the criteria for which points are awarded during the proposal review process. This will guide the reviewers to important sections of the proposal.

Reviewer's Guide

In addition to the table of contents, it is very helpful to proposal readers to have a Reviewer's Guide to the Proposal that lists the criteria for awarding points (taken from the Federal Register and/or the Application Review Sheet). For each criterion, the Guide should indicate the page or pages where relevant data can be found. For example, use the Application Review Sheet in the WEEA grant application package and list each item that carries a score, as you would list chapter headings on the table of contents page. Then reference the page(s) or section(s) in which the information is found in your proposal.

The Appendix

The appendix is for information that is too long or detailed to be put in the body of the proposal. The body of the proposal (i.e., the narrative, management plan, evaluation and budget) should contain enough information to explain what you want to do, how you want to do it, for or to whom you want to do it, and how you are going to tell if it has been done. You will not be awarded points for the appendix, so you must put all relevant information in your narrative. The appendix is used as a back-up to the body of the proposal to provide additional information for those who desire it. For example, a two-paragraph description of your project director's qualifications would go in the body of the proposal, while the entire resume, or vita, would go in the appendix.

Although the appendix provides additional information, quality rather than quantity is the key. You should include only those items that are relevant to and strengthen your proposal. Remember, a funding agency does not buy a proposal by the pound, and the reviewers do not want to wade through irrelevant material.

Some things you may want to include in your appendix are:

- a list of your board of directors,
- letters of support from agencies and individuals in your need area,
- staff resumes,
- a list of previously awarded grants or contracts including titles, amounts, and starting dates,
- information about your organization from your "credibility file,"
- pertinent publications written by organization members,
- a summary of audit reports,
- letters of commitment from those who will be donating money or services,
- short resumes of consultants (whose names should be listed in the body of the proposal).

Staff resumes are an important part of the appendix. Make sure that the resumes emphasize the individuals' training, experience, and achievement as they relate to the project. Be sure to include pertinent volunteer work and experiences. If the staff has publications, include them--publications do more to increase credibility. The Supplement has several examples of resumes that focus on non-traditional experiences.

If you have already decided on using consultants in the project and have mentioned them in your scope of work and/or management plan, include their resumes as well.

Letters of support and letters of commitment are another important section of your appendix. Letters of support from community leaders, experts in your need area, people affected by your project, and politicians do much to bolster your credibility and document a need. The letters can be brief, stating that there is a need and that they are pleased you will be working in the area.

Letters of commitment should be included from those people and agencies that are donating services or money to the project, or are committed to carrying on the project after the end of the funding. For example, if a statistics professor from a local college is going to analyze your data without charge, then you should have a letter to that effect. If the body of your proposal says that you will be using an agency or an individual to do something, then the appendix should have a letter from the agency or individual stating that this is the case.

Bibliography and Footnotes

You should follow the same rules for a proposal bibliography as you do for a bibliography for any paper. Put the bibliography on a separate page entitled Bibliography and include only those references that you have used in the body of the proposal. Choose a style for writing your references and stick to it. The three major styles are A.P.A. (American Psychological Association), M.L.A. (Modern Language Association) and Turabian (Kate L. Turabian, *A Manual for Writers*, 4th ed., Chicago: Univ. or Chicago Press, 1973). Manuals for these three styles are available in most library reference rooms. The same general rule holds for footnotes--pick a style and stick to it. Be aware, however, that long footnotes detract from your proposal and might be better placed in the appendix.

Cover Sheets

The first page of your proposal is the cover, or transmittal sheet. Some funding agencies, including the Federal government, will provide a cover sheet for you to fill in, while other agencies will specify the format of the cover sheet. If a form or a format is provided, follow the directions carefully.

Regardless of the format that you choose, be sure that the cover sheet contains:

- the title of the project,
- the name of the organization submitting the proposal,
- the name of the director,
- the telephone number of the director,
- the name of the person/agency to whom it is submitted,
- the starting date of the project,
- the amount of funds requested,
- the signature of the person in your organization who can sign legal documents for the organization, her title and the date,
- the telephone number of this person.

Read the instructions in the RFP or *Federal Register* to see how many copies to send, and how many originals are required. At least one cover sheet with original, not reproduced, signatures must always be sent.

Cover Letter or Letter of Transmittal

Although a cover letter is not required for grants to the Federal government, you may send a cover letter with a proposal to the Federal government, to the state or to foundations. In the Office of Education, programs (e.g., the WEEA Program) do not get proposals first; therefore, do not put any important information for the program in a cover letter. The letter will be very similar to the cover letter for your preapplication, which was mentioned in an earlier section of this Guide. In both cases, the cover letter is the first thing the funding agency will see. It is used to introduce and create interest in your project, and if you submitted a preapplication, to summarize changes that may have been made since then. It is usually short, not more than two or three paragraphs, unless you have some specific information to communicate to the reviewers (e.g., a new argument in support of the project or new support/data that isn't included in the narrative--possibly a different way of summarizing the need, objectives and procedures). The cover letter should be addressed to the individual or division within the funding agency who will be receiving your proposal.

As mentioned in Part I, the cover letter imparts a first impression, so make sure that it is clear and well written on stationery that is simple but nicely designed and printed. It's a good idea to send a copy of the cover letter and project abstract to those people who have helped to develop the proposal and those who will be working on the project if it is funded. They will appreciate your thoughtfulness and the information that the proposal was formally submitted.

Official Forms

Most Federal and many state funding agencies require that your organization file compliance forms dealing with race discrimination, sex discrimination, invasion of privacy and protection of human subjects before you receive funds from them. Frequently, copies of these forms and directions on how to fill them out will be included in the agency's package of application materials. If not, you may want to contact the funding agency to find out which forms have to be filed. If your organization has a grants office, find out which forms your organization may have already filed.

The forms on invasion of privacy and protection of human subjects must be filed with every proposal that is submitted to the Federal government. Your organization may have procedures that must be followed before these forms can be signed. If so, find out what they are. If your organization has no procedures for guarding the privacy and safety of human subjects, Appendix C of Grants Administration by Willner and Hendricks gives some ideas about the safeguarding procedures you may want to include in your proposal. You may also want to get a copy of The Institutional Guide to HEW Policy on Protection of Human Subjects from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

PART III

THE POST-WRITING PHASE

PART III

THE POST-WRITING PHASE

Once you've finished writing your proposal, you will want to read it through from cover to cover, to make sure that it is acceptable to you, your organization and the funding source.

In this section you will learn:

- how to do a final review of your proposal;
- how to get organizational approval of your proposal;
- how to submit your proposal to the funding agency;
- how funding sources review your proposal;
- what to do when your proposal is accepted for funding; and,
- what to do if your proposal is rejected.

Chapter One

The Final Review

Once the first draft of your proposal is written, it's time to sit undisturbed and read it "front to back." If the completed proposal doesn't "feel good" -- that is, if it's disjointed (as if it were written by several different committees and then pasted together); if it's wordy and lacking in substance and if it's unfocused, it isn't likely to be funded. On the other hand, every proposal writer has had a proposal that "felt great" and wasn't funded. The "feel good" criterion should thus only be an initial test of your proposal; more tests are necessary before you send it in.

As you go over your first draft, it's helpful to put yourself in the place of a proposal reviewer who is not intimately familiar with your terminology, needs, or work in general. Ask yourself "What in the proposal is not clear to an outsider?" After you have read your proposal with this focus, go back and use the checklists that appear in Part I to make sure that you have included all the necessary categories and information.

After your proposal is written and "checklisted," it's a good idea to ask two or three people who were not involved with planning and writing the proposal to read and critique it. There are groups experienced in fundraising who will do this for you either free or for a small charge. Since experienced "outsiders" can often find problems and weaknesses in a proposal much faster than the authors can, it may be well worth your while to use this service. If you do make changes based on these outside reviewers' suggestions, however, be sure to use the checklists once again on your revised proposal.

At this stage, your proposal is ready to be given to an editor. Since it's hard to do a good job editing your own work, make sure that your editor is not someone who was deeply involved in writing the proposal.

While the proposal is being edited, you should also go over the entire budget. Be sure that everything in the budget is mentioned in the narrative, and vice-versa, and check for errors, particularly arithmetic ones. Remember that typographical errors in the budget section can be a disaster--one mistake can change a $90,000 budget to $10,000.

If possible, have a professional typist type your final copy. Otherwise, try to find a good typewriter with a new ribbon. Poorly-typed proposals with a lot of errors have a smaller chance of getting funded because of the difficulty the reviewers have in reading and assessing them. Unless funding agency guidelines specify otherwise, double-space your proposal with at least a 1¼" left margin and 3/4" right margin. (If you have too many pages for the regulations, you might consider typing "edge-to-edge" with fairly large type. You can then shrink the type size on a reducing photocopier.) When the final copy is completed, don't forget to number the pages! Finally, it's a good idea to proof your proposal at least twice and possibly even a third time, before sending it off.

Chapter Two

Submitting the Proposal

Before your proposal can be submitted to a funding agency, your organization will undoubtedly want to approve it. In general, the larger your organization, the more complex the procedure will be. In any case, while your proposal is being planned and written, it's wise to stay in touch with your certifying representative (this is the person in an organization who is authorized to make organizational commitments--s/he may be the superintendent, the director or the comptroller). If you've done so, you'll be familiar with the procedures and policies your organization follows in reviewing proposals. Since there is nothing more devastating than finding out a day before a proposal is due that it takes a week for your organization to approve proposals, you'll avoid this sort of disaster by checking on such policies even before you begin writing. It's possible that your organization's procedure will be as simple as having the certifying representative say "OK" and sign the proposal, but whether this is the case or whether people from as many as ten different offices must read and sign your work, you must have an approved signature on your proposal in order for it to be considered by the funding agency.

If your organization doesn't have a review procedure, have your board of directors or executive committee read the proposal, review the budget and then sign off on it. It is both good manners and a good grant-getting procedure to give a copy of your proposal to each person who will be reading it, as well as to anyone who was involved in preparing it.

Since the component of the proposal that most frequently causes problems or delays in organizational approval is the budget, be sure that you've included the correct amount to cover indirect costs, fringe benefits and any other budgetary requirements that your organization may have. Filling out the required forms that go with the budget is also time-consuming if you've never done it before. If these forms, which will include several assurances of compliance and an assurance of protection of human subjects, are not completed by the time the proposal is due, you *may* send your proposal off to meet the deadline and then mail the forms as soon as you can. If at all possible, however, try to avoid doing this.

In order to see how many copies of your proposal you should send to the funding agency, check the application package. Although the WEEA Program requires one original (with an original signature) and two copies, most Federal programs and foundations require between three (for grant applications) and ten (for contracts) copies. Copies of the proposal should be clear and bindings simple, since most funding sources state that they do not want expensive covers or bindings. (They mean it!) Good off-set printed or dry-copier copies with a colored paper cover are fine, but don't use mimeo and ditto, unless you have no other choice and are very careful to prevent them from blurring. Remember that if your proposal is difficult to read because of unclear writing, typing or duplication, the reviewer will probably not give it the attention it deserves and may even return it without a review.

If the agency is geographically convenient to you, or if you've finished the proposal only one or two days before the deadline, your best bet is to have someone deliver the proposal personally. This person may be you, a friend, or a courier service. If you do have the proposal delivered in this way, be sure to determine in advance who receives "hand carried" proposals. Often the place for personally-delivered proposals is different from the location for proposals delivered by mail.

If the funding agency is not located in your area, and your proposal is finished about a week before the deadline, delivery by mail is the best alternative. Do NOT, however, mail special delivery. Special delivery mail may be delivered after business hours when there is no one at the funding source. The mail is then returned to the post office and there are often delays before it is re-delivered during business hours. Mailing your proposal certified mail, "return receipt requested" is usually the safest procedure, since the return receipt lets you know when the proposal was received and by whom. This can be useful if you need to locate a lost proposal. In recent months, the U.S. Postal Service has introduced some other special services that may be helpful to you. Inquire about them at your local post office.

If you're planning to mail your proposal, be aware that Federal agencies often have a special deadline for proposals that are mailed (usually five business days before the deadline). If the proposal is postmarked on or before the special deadline date, the agency will accept it even if it is delivered after the closing date. If it is mailed after the special deadline date and is not delivered until after the regular deadline date, then the agency will NOT accept it. Watch out for deadline dates. At best, missing a deadline causes delays. With Federal funding, however, it means immediate rejection of your proposal.

Often a funding agency will supply a post card that you address and enclose with your proposal so that an official receipt can be sent to you when the proposal arrives at the agency. If no such postcard is provided, however, you should enclose a prepaid self-addressed postcard with your proposal.

Chapter Three

The Agency Responds

Waiting for an answer from the funding agency may be the hardest part of proposal writing. Some funding agencies may respond within two weeks; others may take as long as five or six months. Although you may feel like contacting the funding agency during such a long review period, you should be aware that some agencies welcome the contact, but others resent it. If you do call, have a purpose (e.g., to find out how or when a decision will be made), but don't overdo it.

The same advice holds for convincing influential people to "plug" your proposal. Some agencies may welcome input from community officials, congressional representatives or distinguished people in the area of your proposal, whereas others may feel that you are trying to get a grant based on who you know and not what you know. For Federal funding, letters from congressional representatives do not affect the evaluation process. (Check your funding unit to determine if congressional inquiries are needed.) However, you might send a courtesy copy of your proposal to important people (such as your representative in Congress) with a cover letter stating that the copy is for information only, and is not a request for action.

There are no hard and fast rules for following up your proposal after submitting it. Based on your knowledge of the funding agency, you'll need to decide what your course of action should be. But, again, do remember not to overdo any contact you may have with the funding agency while they are considering your proposal.

The Review Process

A funding agency's review process, like an organization's internal review process, can range from the very simple (one person says "I like it, let's fund it") to the very complex (six months of review by a number of persons both within and outside the funding agency). Although your proposal's review process will probably be somewhere between these two extremes, the best way to find out for sure what the review process will be for your proposal is to ask. Most agencies will be happy to tell you what their review procedure is, although they probably won't tell you who the reviewers will be.

Foundations and government agencies usually have very complicated review processes, although foundation reviews are usually more informal than those of Federal and state governments.

A foundation review process might include:

- A check to see if all needed forms, including budget, list of board of directors and proof of tax-exempt status have been received.

- A review by a staff member to determine if the proposed project falls within the foundation's scope and restrictions.
- An evaluation and recommendation to the foundation board of directors by the grant committee (usually composed of board members, staff members and outside consultants).
- An evaluation and final decision by the foundation's board of directors (which usually but not always goes along with the grant committee's recommendation).
- A response to the proposal writer.

Government proposal review procedures are often even more complex. This is understandable when you consider the number of proposals submitted, and the amounts of money that are awarded. The grant review process for the WEEA Program described in the four steps below is representative of most Federal agencies:

1. All applications are reviewed according to the "Discretionary Grant Program Review and Administrative Procedures," of the HEW Grant Administration Manual.
2. Each application is reviewed by a panel of three readers, one government and two nongovernment. Readers are selected on the basis of pre-established criteria that reflect such concerns as: knowledge and experience in the area of women's educational equity, and in the substantive areas identified in the Women's Educational Equity Act, as well as geographic diversity, representation of all levels of education and representation of the composition of the general population in terms of sex, race, and ethnicity.
3. The panels rate each application on the criteria that are contained in the WEEA Program regulations (CFR 160f, June 28, 1977). When the review has been completed, the Women's Program Staff rank-orders all applications and, based on the availability of funds, develops a first list of potential awards. A competitive range is determined, with proposals that have earned about 165-170 points and above still in the running. At this point in the process, factors other than the reviewers' ratings enter into the award decisions.

   These decisions are based on the following additional considerations that are contained in this regulation (§160f.9): the projects collectively must be representative of all levels of education and must reflect the diversity of needs and concerns in educational equity for women. They must also reflect a variety of strategies for addressing the needs, a variety of delivery systems, and demographic diversity. A last factor that contributes to the final list of applications recommended for awards is the statutory provision that approved programs and projects reflect an appropriate geographic distribution throughout the nation (§160f.10(a)(4)).

4. Recommended grants are then submitted to the Grants Procurement and Management Division (GPMD) for negotiations.

Negotiations

After the proposal review process by the field reviewers is completed, you and the funding agency will probably enter negotiations to determine exactly what will be done for exactly how much money. The funding agency, based on reviewers' comments, staff review and GPMD review, may ask you to make some changes, or modify or eliminate some budget categories. Negotiations are a matter of give and take, so be willing to give up some things in order to get some others, but don't compromise those aspects that you see as being integral to your project's success. If you feel that their suggestions will damage the project, tell them so and explain why this would be the case. If there are some expenditures that you can't justify, be prepared to have them eliminated.

Keep in mind the time-cost-performance triangle: a change in one of the "sides" or "legs" of the triangle requires an adjustment with at least one of the other legs. If the funding agency cuts your budget (the "cost leg" of the triangle) you will want to consider narrowing your scope of work (the "performance leg") and/or extending the time limit of your project (the "time leg"). The three are integrally related. The funding agency will help you with this, since it is also to their advantage for your project to succeed.

Throughout the negotiation process, it's a good idea to remember that people from the funding agency are there to help you and award the money. The Supplement gives you an idea of some questions that might be asked of you during this process. Be ready with good answers. This might make an excellent role-playing exercise for the proposal writing group.

After the negotiations are completed, be sure to write a letter to the funding agency detailing the changes that were made in the proposal and specifying the exact budget you both agreed to. Negotiations are not completed until the revised changes are received in writing by the funding agency.

Approval

Once negotiations are completed and you've received official notice of the grant award, you or an authorized representative of your organization will have to sign final documentation--your contract. This document will list the official start and end dates of the project; will explain the financial and progress reports that are due and what they should contain; and will stipulate how and when you will be paid.

There is often a period of weeks, and possibly even months, between the date your project starts and the date you receive the first check. If you can't start the project until you receive the money (and many small organizations can't), be sure to let the funding agency know so that you can make other arrangements, such as extending the closing date of the project. If you don't do this, you may find yourself attempting to complete your twelve-month project in eleven or even ten months.

A person from the staff of the funding agency will be assigned to your project as your "project officer" when you receive your award. All communication with the funding agency should go through the project officer. S/he will help you with problems and questions you have, and will also review your progress throughout the project. If your grant is for more than $30,000, you should probably expect a site visit from your project officer or another representative of the funding agency during your funding period. Remember, the agency wants to know about your problems as well as your successes, so don't be afraid to ask for advice.

Be sure, too, to have your reports complete and on time. If your project receives any publicity, be sure to give credit to your funding agency. After all, they made it possible, and you may be back submitting another proposal next year.

Rejection

Although we've been assuming that you've secured funding for your project, there is, unfortunately, a possibility that your proposal will be turned down. If this happens, the most important thing to do is to find out why your proposal was rejected. Call the funding agency people with whom you've been dealing and ask them why your proposal did not get funded. When you do so, do not be defensive or argumentative. Explain that you feel that your idea was a good one and that you'd like to have some suggestions as to how to improve the proposal. You may find that your proposal was rejected because you missed a deadline or did not meet all of the funding agency's requirements (although, if you read this book and the agency's guidelines carefully, that should not happen). It may also be that the competition was very tough and although your proposal was good, it wasn't good enough. (If someone tells you this, they may be telling you the truth. There are many groups with ideas on ways to help women, and very few funding sources.) Also, particularly in the case of small funding agencies, they may fund on a "first come, first served" basis and may be out of money this year, but will respond favorably if you resubmit.

By law, Federal agencies must return your unfunded proposal and destroy extra copies. If you ask for them, they must also provide you with reviewers' comments--giving you reasons for not funding it. If your proposal is rejected, write immediately, requesting a written critique. Preparing these comments takes quite a bit of time so you may have to wait. An alternative approach is to waive the written report and ask for a verbal debriefing at the agency's office or on the telephone. The important thing is to find out why, see what you can do about it, and try again. After all, you are now an experienced proposal writer.

PART IV

MAKING THE PROJECT WORK

PART IV

MAKING THE PROJECT WORK

After weeks or months of wondering whether your proposal will be funded, your first reaction to a green light from the funding agency will probably be excitement. And your next response may be dismay. As you know or suspect, an effective manager of a women's educational equity program will at various times have to function as an accomplished diplomat, visionary, social historian, referee, and behavior model, in addition to being a highly organized and professional project director.

Because we're assuming that you've never directed a project before, the next chapters will cover the basics of running a women's educational equity program, including:

- ways to plan and organize your work year;
- choosing the most appropriate management structure;
- hiring, communicating with and (if necessary) firing staff members;
- delegating responsibility;
- dealing with red tape;
- monitoring budgets;
- maintaining contact with and accountability to the community your project serves; and
- developing political know-how.

Chapter One

Structuring the Project

Many project managers think that the best way to begin a project is to start planning "what," and "who" the work will require even before you're sure your proposal has been funded. Since the strongest grant requests are as specific as possible about the tasks that must be done and the people and money it will take to do them, you should have accomplished most of this preliminary work in the course of writing your proposal. You may thus already know who will comprise your project staff, who will work as consultants and/or subcontractors and who will serve on your advisory committee, if you're planning to include one. Similarly, if there are schools, colleges, agencies or other individuals or organizations whose interest and cooperation will be essential to your project, you may have solicited and received their letters of support weeks before submitting your request for funds.

Getting a Jump on Your Project

If you haven't already identified the people and agencies you'll need to help you achieve your project objectives, it's not too late to do it after you've sent off your proposal. Figure out exactly who you'd like to work with, then contact them to make sure they'll be ready to cooperate when and if your idea is funded. Be honest about the current "iffy" status of your project, particularly if you think your idea is a long-shot, and you'll run no risk of alienating potential colleagues and co-workers. Whether or not your grant comes through, the contacts you establish now could be a valuable asset for your next women's educational equity venture.

Democracy vs. Hierarchy

If the management plan described in your proposal didn't specify who would be responsible for major and minor decisions (and it's worth stressing again that the most convincing grant requests identify "who" as well as "what," "how," "where," "why," and "when"), decide what the management structure will be before you hear from your funding agency. The two basic choices are the participatory democracy, in which decisions that affect the entire staff are made by group consensus, and the traditional hierarchy, in which the staff's opinions may be solicited but final decisions are made by the project director. Although both structures should be modified to fit your needs, you must be very clear on who has ultimate decision-making responsibility or you'll simply invite arguments, delays, and buck-passing.

In deciding which structure is appropriate for you and your staff, be aware that the group consensus idea is more popular among women's educational equity leaders than other project directors for reasons that will be outlined below, but it's still less frequently used than the hierarchy or pyramid structure. In this type of management structure, the project director is positioned at the point or top of the pyramid, an assistant director or second-in-command is placed just beneath her/him, the less senior professional people fan out below them and the clerical staff are at the base. The advantages to the hierarchy are that the "pecking order" or responsibility is clearly established, tasks are assigned according to seniority and professional experience and everyone knows who the decision-makers are and how the decision-making process operates. Another plus is efficiency. Since your funding agency will require you to designate someone as project director, even if you decide to manage by consensus, you'll mesh more easily with the outside world by utilizing the hierarchical model.

The negative side to choosing a pyramid or hierarchical structure is that you may become isolated from the needs and concerns of your staff, and prevent capable people from moving up professionally. You may also be assuming an impossible work load, if you're not accustomed to delegating tasks to others and view management as a necessary but uninteresting extra responsibility. Moreover, you'll leave yourself open to criticism from those who think that women's educational equity leaders' attempts at creating equity should begin at home--or more precisely, the office.

Those who favor the flat or democratic management structure concede that it's sometimes necessary to function traditionally when you're dealing with people outside your project and it may be easier to organize a large project along hierarchical lines. But one project director who heads a staff with 13 members says that her co-workers would not be as enthusiastic and motivated if they didn't feel they played an important role and had a vested interest in and control over the project's success. Cooperative decision-making is possible even with a large staff, she contends, explaining that it's neither necessary nor possible to involve the entire staff in every aspect of every decision. If a budget change were needed, for example, a committee would be formed to work on that particular problem. While everyone's input would be welcomed, the final decision would be made by the person chiefly responsible for budgetary matters and both the decision and its rationale would be conveyed by the committee to the rest of the staff.

As a result of this mutually supportive, non-competitive process of sharing information and power, this project director feels that each staff member emerges as a "model non-sexist educational leader." At the same time, the project's parent institution sees that a democratic management structure can be efficient and effective. Once again, the only danger inherent in the non-hierarchical system is going to the extreme: seeking consensus on every decision, small or large, can eat up too much work time and striving for equal input from everyone may simply be impractical.

Instead of choosing either the democratic or the hierarchical structure, you may find that you'll want to combine the two. One project has a project director and co-director who make major decisions together (after input is received from all staff members). While each staff member is responsible for specific tasks, the entire staff brainstorms techniques for performing tasks before any individual actually does the work. Under this system, there is group input and individual responsibility as well as overall direction from project management.

Understanding the System

Whether you plan to be the manager of a women's equity project or a staff member, one last task you can accomplish either before or just after submitting your proposal is to find out who the influential people in women's educational equity are in your area and begin attending their meetings. Don't wait for invitations from them--call them up and tell them what you're working on and why you'd like to meet them. Even if your proposal isn't funded, you'll find out who shares your particular interests, what their problems are and how you should proceed with your ideas for projects. If you don't know where to find out about people working in women's equity, write or call the Women's Educational Equity Communication Network (WEECN) at 1855 Folsom Street, San Francisco, CA 94103; (415) 565-3032. They are specifically set up to expand the lines of communication among people associated with women's educational equity. Annual reports from the WEEA Program will also give you this information.

This is also the point at which you should attempt to learn the procedural rules that govern your present or future "parent" organization. Invest some time now familiarizing yourself with the services, policies and general workings of your host organization and you'll be that much further ahead once your project gets going.

Chapter Two

Setting the Wheels in Motion

Your first crucial task as project director will be recruiting the best possible staff. To prepare for it, find out the rules for hiring in your organization, then think about the kind of skills you'll need to accomplish your project tasks. You may want to analyze your own weaknesses so that you can find people who compensate. If you're weak in the area of accounting procedures, for example, you should consider hiring an administrative assistant who is experienced and competent in handling financial records and books. You should also refer back to the proposal to see exactly what each job entails and what your needs and concerns will be.

The following additional tips on hiring were culled from discussions with project directors around the country:

- Choose people more on the basis of competence than personal style. Differences in style can be worked through--deficiencies in performance are harder to deal with. Do recognize the personal qualities and the general attitudes that are essential to doing the job, though. If you think you'll need people who are extremely self-directed and willing to work overtime, be straightforward about your needs during the job interview.
- When attempting to judge whether someone is appropriate for a particular position, don't attach too much value to academic credentials that aren't backed up by some evidence that the person has used his or her education. Similarly, don't attach too much importance to a written letter of recommendation. If possible, call the author of the letter on the phone.
- During the job interview, tell the potential staff member as much as possible about the project and the specific job, ask if s/he has questions, then find out what his or her skills are beyond those listed on a resume, where s/he would like to be professionally in a year and what his or her eventual career goals are. The answers to these questions should help you figure out whether the interviewee is genuinely interested in the job or simply needs the salary.
- If you decide to have applicants take a test or do a task to examine their job skills, pick tasks that are as representative as possible of material you'll actually be using in your project (such as editing a page, planning a workshop session, writing a lesson plan). And do remember that some very competent people become unstrung on tests. Make allowances, if need be.
- Talk to at least one reference from the applicant, and ask about their strengths and weaknesses.

Delegating Responsibility

One of the biggest mistakes a project director can make is saddling himself or herself with a too-heavy work load. "Give yourself time to stand back and reflect," the head of a large educational agency on the West Coast suggests, adding, "The way you measure how good a manager you are is by the amount of time you have to put your feet up on the desk."

While the project directors we interviewed in his agency protested that his system only works because the function of the top person in a large organization such as theirs is more political than managerial, he does have a point. Chances are that the job is bigger than you are and you'll have to assign portions of it to other people, whether or not they can do it as capably as you.

Step one in delegating responsibility to others is to let go of the idea that you have to do everything. Then refer back to your proposal and take a look at the tasks you outlined. Make sure you thoroughly understand all of what must be done.

The next step, once you've thoroughly defined the work, is to assign tasks to your staff. Do so partly on the basis of their experience, competence and (if you've chosen the traditional management system) seniority, and partly on the basis of whether they're interested in performing the tasks. Some organizations hold a formal work-planning conference with each employee, during which the project director explains what will be expected, what the deadlines are and how the person's performance will be judged. It's worth going into detail about the criteria to be used in assessing whether a person's performance is excellent, good, satisfactory or inadequate. It's also important to let your staff know that you are responsible for offering help. "Instead of saying 'Go do it, you're a professional,'" says one conscientious project manager, "I try to say 'Go do it, I'll offer you whatever support you need.'"

At the same time that you outline the tasks that need to be accomplished and the person who will be responsible for each, set up a timeline or schedule for getting each activity finished. Try to anticipate as far in advance as you can, but leave yourself some leeway so that you won't panic when a sudden staff illness or bureaucratic delay throws the schedule off. Expect to plan, readjust expectations and plan again throughout the life of your project.

Organizing your work will be easier if you design a chart that lays out your project's general activities on a monthly timeline, which is a further refinement of the timeline in your proposal. You will then know, for example, that in October you'll be hiring staff and renting space and equipment; from November to January, you'll be developing a testing instrument; in December, you'll be training people to administer the instrument, and so forth. Another, far more detailed chart could be used to map out each day of the month, with daily activities described for each staff member working on the project. A separate chart could be developed for the project advisory committee or board, if you plan to work with one. These charts will be extremely useful in helping you keep on schedule and measure the progress of your staff and project. Use the timeline from your proposal and revise it as necessary during your project.

Developing Teamwork and an Effective System of Communications

As a project director interested in enhancing women's educational equity, you're probably familiar with most of the basic principles of the women's movement. To feminists, the ideal work environment is one in which people have respect for each other's abilities and feelings and the staff is encouraged to exchange information and ideas and maximize their skills and talents. If you've clearly defined each staff member's responsibilities so that each person understands what his or her contribution is to be and how s/he fits into the project as an entirety, you've already done some of the work of ensuring that your staff will function as a team.

As one project director points out, "There are no rules when it comes to motivating people to work effectively or together. Some people need a little hitting over the head; others have to be gently encouraged." But, he stresses, there are mechanisms you can set up that will enhance inter-staff communication and bolster staff morale. One that has worked well for him over six or seven years of management is the monthly staff lunch, to which everyone, including temporary staff members, is invited. The purpose is to air grievances, ranging from "I don't know what I'm doing here" to "my desk drawer sticks and it's flipping me over the edge." Often, merely talking out the problem is enough; in other cases, the project manager can make sure that the desk is fixed. Meanwhile, both professional people and nonprofessional people have a chance for interaction.

Other project managers schedule semi-annual or quarterly retreats at the home of a staff member. During these meetings, the quarter's work is planned and discussed and the staff can socialize and learn more about each other in an unpressured, congenial atmosphere.

Additional techniques for developing cooperation include regular staff meetings, where everyone brings everyone else up to date on what they're doing. Staff members receive credit for their particular contributions at these sessions and can at the same time see where the whole project is going. One women's educational equity project supplements its bi-weekly conferences to discuss work with alternate bi-weekly sessions that are designed to promote professional growth. At these latter meetings, resource people teach such skills as developing evaluation instruments. "One important point," says one of the project's three co-directors, "is to show that all staff members are in the process of development and growth in some realms and that no one member is an 'expert' or 'authority' in every single area."

In addition to retreats and meetings attended by the whole staff, many project directors encourage their staff to write regular progress or problem report memos and to keep a log of important conversations with people in a "reading file" to which the whole staff has access. Relevant articles or documents that come in are also placed in the reading file, so that everyone can keep abreast of what's happening in the field as well as in the project--particularly important when you have a part-time staff.

Exchanging Feedback and Evaluating Staff Progress

To what extent should staff members critique each other's work? While your answer to that question will probably depend upon the nature of your project, one manager of a small women's educational equity program suggests that it is good policy to build such feedback into the production of any and all written or visual material. "Let other people do some of the work for you--not by handing over responsibility for a task, but by getting a rough draft done in time to show people who'll give good feedback," she suggests. "People often wait until the last minute because unconsciously they don't want input. But you can and should use other people to tell you what to add and delete. Allowing time for revision should be part of the production process."

Other directors of projects think it's important to establish mechanisms not only for evaluating major written and visual materials, but for assessing staff progress in general. One manager fills out a form she's developed that evaluates whether a person is meeting the requirements of the job, then talks to the person whose performance is being judged. While she finds that she can keep in touch with staff progress by performing this evaluation twice a year, other project directors suggest that more frequent evaluations enable them to provide more support, review timelines and prevent or reduce mistakes.

The manager of a women's educational equity project that is currently experimenting with an unstratified, democratic management structure recommends holding three evaluations a year, during which each staff member is assessed by the rest of the staff, then has an opportunity to evaluate his or her colleagues. Each of the staff people working on this project also completes a weekly planning sheet that shows the person's weekly objectives, the status of those objectives at the end of the week and the follow-up that will be needed. If a staff member is unable to meet those objectives, others can help detect the problem and suggest a solution, rather than letting their co-worker flounder. The general idea is to discourage people from simply setting work aside when they're blocked instead of getting the assistance they need to finish it.

Firing and Lay-Offs

Deciding to fire a member of your staff may well be the most unpleasant task you'll face as project director. For those who recoil at the thought (and most of us do), it may be reassuring to know that while experienced managers report that they've sometimes been forced to talk to a staff member about inadequate performance, most had participated in only one or two actual firings over the course of many years. More likely than not, then, you won't have to make that agonizing decision to put a negative assessment on someone's work record. But you may have to deal with someone who's not functioning as well as you'd hoped or expected. The best way to proceed is as follows:

- Understand first that there's a great deal of unevenness in everyone's life--mornings, days, even weeks, when you get little accomplished. Give the non-performing staff member at least a little time and space to see whether his/her performance improves.
- Ask yourself how much this staff member's lack of performance is your responsibility. You can sometimes help a person blossom by taking the time to work alongside him or her until s/he replaces self-doubt with feelings of competence and accomplishment.
- Because of current equal employment and equal rights laws, you can't fire anyone without just cause. And just cause must be fully documented. Is the employee habitually an hour or so late? Rarely at his or her work station? Keep a record of when, how and to what extent.
- Talk to the person informally. When you hired him or her, you should have explained your standards of excellent, satisfactory and inadequate work. If you didn't have such a discussion then, talk about the problem openly now, issue a warning and set a trial period with deadlines for improvement.
- Find out what your organization's rules are in cases where a staff member is performing inadequately and follow them. You may have to write a formal memo spelling out what's wrong and how the person can solve the problem. More warnings may be required and the probationary period may be of a specific length. You will undoubtedly be asked to continue monitoring and documenting the person's lack of or improvement of performance.
- Consider the possibility of shifting the person into another job, for which s/he may be better prepared, if your organization's personnel procedures allow you to do so.
- If all else fails and your project is suffering serious setbacks, see whether it's possible to lay someone off rather than firing him or her. If it is not, dismiss the person and try not to waste emotional energy in feeling heartless or guilty.

In some organizations, the less competent people are not fired or laid off; they are simply not rehired or their funding is allowed to run out and they're not included in new proposals. Unless the staff member clearly doesn't care about your project or your organization, this is a slightly less than fair method of dealing with people. The project director should offer a tactful but honest explanation to a staff member who will not be rehired. Similarly, if you work with temporary staff who will be laid off at some point in the project or if you're suddenly forced to pare down your staff because of unexpected budget considerations, be sure people understand why they're being laid off and let them know as far ahead of time as is possible.

Red Tape

"There's a horrendously large number of affirmative action laws, equal opportunity and equal rights regulations, wage and hour laws, accounting practices, boilerplates attached to contracts and other legal constraints and responsibilities to trap the unwary manager," says the director of a large research organizations. "But the new project director shouldn't be frightened of them--he or she should simply know where to get help."

If your organization has a contracts compliance office, it can assist you in making sure that you don't get tangled up in red tape. Otherwise, when in doubt, put your question in writing to your project officer so that you'll be covered in the event that you run afoul of some constraint. You should also call the funding agency office when a conflict exists between Federal or state regulations and your organization's rules. Find out exactly who can help you, then call that person directly and enlist his or her aid.

Monitoring the Budget

Most medium-sized to large organizations have an accounting office or business manager who can help you design and keep careful tabs on your budget. They will also aid you in dealing with contracts, accounting, purchasing, payroll and records for audit. If they can provide you with a monthly computer print-out of all your project expenditures, avail yourself of the service and ask them to explain the information they're giving you so that you can utilize it.

If your organization is too small to offer you fiscal help, take the total budget, divide it by the months you'll have to complete your project and plot it out on the timeline of your budget. Once you can see what you can spend in a month, you'll be able to compensate for extra travel or printing expenses one month by spending less the following month. You might also solicit the assistance of an accountant who's willing to advise you on a one-shot basis, then answer questions from time to time. But whatever you do, get some assistance. Unless you've studied accounting, you may not realize how much there is to know.

Maintaining Accountability

As one who has been entrusted with public monies, you have a responsibility not only to your staff and the organization you're working with but to the constituency your project is serving. Maintaining accountability to the people affected by your project is partially a public relations job and partially a matter of getting feedback from the schools, teachers, institutions or other target groups you want to reach.

While the type of public relations work as project director you will have to do will vary according to whether your project is primarily engaged in research, training, development or service, experienced project managers recommend that you follow the steps below:

- Figure out your priorities. Maintaining accountability to the public in general is a worthwhile goal, but first worry about accountability to your staff, your institution, the special population you're serving and local, state or Federal guidelines.
- Be courteous, hospitable and friendly to anyone who inquires about your project--even though you may decide that the public at large is not your highest priority, they do have a legitimate reason for calling you or writing you for information and knowing how you're spending their money.
- When possible, answer your phone yourself and be as accessible as you can to the people outside your staff who have some interest in your project.
- Set up an advisory board or committee of people who represent your constituents and define their responsibilities in such a way that they will meet regularly with you to advise you of the impact of what you're doing and keep you posted on the needs of your target group or constituency.
- If you didn't budget in the costs of sending out press releases to local media, see if you can do so once your project gets going. This is particularly important if you're providing a service. Production of a one-page press release written by you or a staff member should entail minimal paper, copying and mailing costs.

Methods for getting feedback from the people whose needs your project is attempting to fulfill include the following techniques:

- Provide self-addressed evaluation forms at conferences or workshops you conduct so that people can tell you their reactions to the material presented, the format in which you presented it, etc.
- Provide similar reaction forms or postcards that can be easily clipped out and returned in the brochures, newsletters or other publications you send out. If producing a newsletter is one of your required project tasks, use a small section to ask people their information needs and promise that you'll publish as many letters as you can.

- If you can secure the funds to do it, design a questionnaire for your users to find out whether your product fits their needs.

Exercising Political Savvy

One project director who dislikes political maneuvering herself hired a co-director who is highly skilled at delivering the right word at the right time to the right people. "She (the co-director) thrusts in at the highest levels," says her colleague. "She makes it her business to know the people in power and how they operate, so she saves us time, money and effort. It's naive to think that you don't need to play politics when you're doing a quality job. If you want to effect social change, someone on your staff has to be politically sophisticated."

While politically astute people often seem to be born that way, it *is* possible to teach yourself to avoid certain pitfalls and advance your project's cause. When dealing with important people, for example, such as an advisory group member or funding officer, don't assign someone on your staff to receive them and handle meetings with them. Pick them up from the airport, take them out to dinner and drop them off yourself. Even more important, *use their input*. Don't write a paper telling these people why all their recommendations are irrelevant--always find one recommendation you can put into operation. A similarly positive move is to hand deliver the first draft of an important report so that you can get the recipients excited as you describe what's in it and point out where the interesting information is. If you don't have the money to go in person, call them and arouse their enthusiasm for the report over the phone.

Ensure your own future and that of your program by talking to funding people about what they think the next years will bring. Try to keep ahead of where they're going with their programmatic thinking. And, if you didn't start plugging into the state and national networks in your area before or just after submitting your proposal, you have even more reason to do it now. The more contact you can make with women and men working in similar areas, the more knowledgeable you'll be about what's happening in the field now and what remains to be done in the future.

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WALTER M. MATHEWS LISA HUNTER PATRICIA B. CAMPBELL MARGARET ROBINSON

Women's Educational Equity Proposal Development Project

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Center for the Study of
Contemporary Rural Women
P.O. Box 3645
University, Mississippi 38677
Dr. Katharine Rea, Director

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
Dr. John Hemphill, Director

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WALTER M. MATHEWS
Center for the Study of
Contemporary Rural Women

LISA HUNTER
MARGARET ROBINSON
Far West Laboratory for
Educational Research and Development

MICHAEL T. QUEYJA
Traducción

IRENE TENNEY
Revisión del texto

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary
Peter Relic, Assistant Secretary for Education

Office of Education
William L. Smith, Commissioner

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Donna Bellorado, Adjunta
W. Pearl Howell, Adjunta
Annalee Elman, Encargada de evaluación
James Bowie, Asistente administrativo
Nancy Dannenberg, Secretaria

Centro para el Estudio de la Mujer Rural Contemporánea

Walter M. Mathews, Director de proyecto
Patricia Campbell
Patricia Christian
Dorothy Baker
Cyndi Wolfe

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Introducción

En el transcurso de los años 1977 y 1978, el Proyecto de Desarrollo de Propuestas para la Igualdad Educativa de la Mujer preparó y llevó a cabo una serie de materiales y grupos de trabajo sobre la redacción de propuestas. Dichas actividades formaban parte del contrato con el Programa de la Ley de Equidad Educativa de la Mujer [Women's Educational Equity Act Program --WEEAP] del Departamento de Educación de los Estados Unidos de Norteamérica. El propósito de este proyecto era brindarles a los interesados los conocimientos prácticos y los recursos que les permitieran transformar sus ideas en propuestas eficaces que recibieran los fondos para los proyectos relacionados con la equidad educativa de la mujer. El material informativo y los grupos de trabajo estaban destinados a aquellas personas que no tenían experiencia en la redacción de propuestas ni podían obtenerla por otros medios.

El término propuesta ha sido utilizado en sentido general; se refiere al documento escrito que expone una idea detallada para ser sometida a la consideración de una agencia de fondos. Existen dos tipos de propuestas: la solicitud de subvención y la propuesta para contratos. Ambas categorías se definen en la sección de la Guía dedicada a la "Fase anterior al escrito". A pesar de que el presente trabajo versa sobre el desarrollo de las solicitudes de subvenciones, gran parte de la información puede aplicarse a las propuestas para contratos. Las diferencias entre ambas categorías han sido señaladas en los casos pertinentes. Asimismo, la información relacionada con el Programa de la Ley de Equidad Educativa de la Mujer y con otros programas afines puede utilizarse para la mayoría de los procedimientos destinados a obtener fondos.

Los volúmenes impresos que componen el Desarrollo de propuestas exitosas relacionadas con la equidad educativa de la mujer son tres:

I: La guía (en dos versiones: inglés y español)
II: El suplemento
III: El archivo Swipe

Cada uno de los volúmenes puede usarse por separado, pero los tres proporcionan toda la información necesaria para la redacción de propuestas. También puede utilizarse, como material suplementario, la serie de audiocassettes que contienen parte de las actividades de los grupos de trabajo que se reunieron en varios puntos del país.

La Guía es el volumen principal; da una idea general del proceso de desarrollo de una propuesta, desde la concepción de la idea original y la ubicación de una fuente de recursos hasta la etapa de su presentación a la agencia una vez redactada y revisada. Asimismo, la Guía contiene listas de comprobación y hojas de trabajo para practicar los conocimientos adquiridos.

El Suplemento contiene información útil en cuanto a los recursos necesarios para reunir datos y redactar la propuesta. Está organizado de acuerdo a los temas de la Guía e incluye los recursos sobre fondos para los proyectos destinados a la equidad educativa de la mujer, las fuentes de los datos de investigación sobre la muyer y muestras de cada uno de los elementos que componen una propuesta.

El Archivo Swipe está formado por tres propuestas financiadas (dos por el Programa de la Ley de Equidad Educativa de la Mujer y una por el Instituto Nacional de Educación) y por los comentarios de revisión que se hicieron en cada solicitud. Este volumen puede utilizarse como "modelo" para una propuesta totalmente desarrollada y para demostrar el tipo de comentario que recibe la propuesta por parte del funcionario que la examina.

Glosario

Damos comienzo a este libro sobre el desarrollo de propuestas con algunas definiciones de palabras que se usan frecuentemente en el campo de las subvenciones. Al leer esta Guía es conveniente que usted se familiarice con la mayoría de estas palabras clave y sus conceptos.

administración: [administration]	la toma y puesta en práctica de decisiones según las normas pre-establecidas por una organización.
análisis de problemas: [problem analysis]	el proceso por el cual se identifican, definen y determinan las causas que originan las desviaciones del plan establecido.
apropiación: [appropriation]	la suma que el Congreso vota en realidad para un propósito específico en un año fiscal dado (por lo general es mucho menor que la autorizada).
arte de obtener subvenciones: [grantsmanship]	los conocimientos, prácticas, técnicas y experiencia que se utilizan para mejorar la calidad de la redacción de la propuesta final.
asignación: [allocation]	la suma que la Administración y la Oficina del Manejo de Presupuestos realmente pone en un programa.
asignación de recursos: [resource allocation]	la programación de un plan aprobado mediante la asignación de los recursos requeridos para llevar a cabo las actividades establecidas durante un período determinado. El proceso de aplicación de los recursos para lograr el cumplimiento de un plan, política, táctica o estrategia.
autorización: [authorization]	la suma constatada en la legislación de un programa que podría ser gastada.
calendario de tareas: [task-event calendar]	el instrumento para planear el trabajo y sus actividades según el programa o tiempo establecido. En este tipo de gráfico, el eje horizontal representa el tiempo y el vertical las tareas o actividades a desempeñarse.
ciclo del presupuesto: [budget cycle]	el año fiscal empleado por la fuente donde se originaron los fondos.

conferencia de postores y ofrecientes: [bidders/offerors conference]	una reunión en la cual aquellos individuos interesados en responder a la Solicitud de Propuestas (RFP) pueden hacer preguntas a los representantes del gobierno acerca del trabajo que hay que hacer.
contrato: [contract]	el instrumento que respalda una actividad instituida por el gobierno para recibir un servicio o una producción específicos. La agencia que provee los fondos ejerce un control y dirección considerables sobre la ejecución y el cronometraje del trabajo en un contrato. Los contratos se solicitan mediante anuncios en el Diario de Asuntos Comerciales [Commerce Business Daily]. Una propuesta conduce a un contrato.
control: [controlling]	el proceso por el cual se (1) identifica el problema; (2) selecciona la solución adecuada; y (3) pone en práctica dicha solución.
curriculum vitae: [resume]	breve descripción de los estudios y calificaciones que se adjunta al apéndice de una propuesta. Debe redactarse para destacar la experiencia requerida en el campo de la propuesta. Se le llama también "vita".
desarrollo de las propuestas: [proposal development]	las actividades destinadas a desarrollar una propuesta. Son semejantes a las que se requieren para el desarrollo de un proyecto y se agrupan según cuatro fases principales: planeamiento, preparación, funcionamiento, y finalización de la propuesta.
diagrama de actividades: [work-flow diagram]	el diagrama que ilustra las actividades que deben llevarse a cabo para lograr una meta determinada. Las tareas figuran según el orden requerido para lograr los objetivos del proyecto, detallándose, asimismo, las relaciones entre las diversas actividades.
diagrama de organización: [organization chart]	la parte del sistema de información de manejo que ilustra en forma gráfica la autoridad y las obligaciones del personal del proyecto, así como también las vías de comunicación utilizadas para difundir información.
dirección: [directing]	en el campo administrativo constituye la tarea de motivar a los empleados para que cumplan con sus obligaciones.
director de propuesta: [proposal director]	la persona responsable del desarrollo de una propuesta.

emparejamiento de subvenciones o emparejamiento de fondos: [matching grants or matching funds]	el dinero dado a una agencia u organización la cual debe también aportar un monto similar para la actividad.
evaluación: [evaluation]	el proceso por el cual se verifica si el proyecto ha logrado los objetivos formulados.
fondos iniciales: [seed money]	los fondos ofrecidos para establecer o empezar un programa.
garantías legales: [legal assurances]	la parte de la propuesta que asegura a la agencia que suministra los fondos que el proyecto cumplirá con las leyes y disposiciones sobre la igualdad de oportunidad laboral, violación de derechos privados, etc. Por lo general, se trata de un simple formulario que debe ser firmado por los funcionarios pertinentes.
grupo objetivo o población: [target group or population]	aquellos individuos que se beneficiarán de las actividades detalladas en la solicitud de una subvención o propuesta.
hito: [milestone]	los acontecimientos importantes en la continuidad del proyecto. Si estos objetivos no se cumplen en su debido momento, la meta final se retrasa o no se logra.
investigador principal: [principal investigator]	la persona responsable del proyecto.
manejo administrativo: [management]	el método para lograr los objetivos de organización mediante (1) el desarrollo de un plan; (2) la práctica de las operaciones planeadas; y (3) la creación de un ambiente que favorezca la actuación de las personas que trabajan en la organización. Los tres pasos mencionados reciben, por lo general, el nombre de: planeamiento, organización y dirección. El proceso de manejo se caracteriza por un alto grado de incertidumbre y por la necesidad de tomar decisiones inesperadas.

manejo del proyecto: [project management]	las actividades relacionadas con el planeamiento, preparación, funcionamiento y terminación del proyecto.
meta: [goal]	en términos generales, el fin que debe alcanzarse. En un proyecto, la meta constituye el producto final y encabeza la lista de actividades.
negociaciones: [negotiations]	las discusiones (escritas u orales) entre las partes que presentan la propuesta y los representantes de la agencia que proporciona los fondos. Durante las mismas se resuelven las diferencias relacionadas con el manejo, costo y aspectos técnicos de la propuesta.
no solicitada: [unsolicited]	una propuesta originada por el solicitante y no por encargo específico de la agencia que da los fondos.
objetivos: [objective]	las declaraciones que establecen un resultado deseado, las cuales pueden indicar áreas generales o específicas de interés o necesidad.
período de la subvención o del contrato: [grant or contract period]	el período de tiempo concedido a una subvención o contrato, desde la fecha de vigencia hasta su terminación.
plan administrativo: [management plan]	la parte de la propuesta que contiene el plan para manejar las actividades del proyecto propuesto. Generalmente comprende un detalle del trabajo, su estructura y continuidad, el tiempo y fechas fijados y un cálculo de recursos.
plan de costos: [cost plan]	la parte de una propuesta que presenta el plan de gastos del proyecto; equivale a un presupuesto.
planeamiento: [planning]	el proceso por el cual se determinan los objetivos, se definen y evalúan las diversas vías de acción y se seleccionan los métodos más eficientes para el cumplimiento de los fines establecidos.
política de acción: [policy]	el conjunto de las normas que rigen o determinan las decisiones adoptadas. Según los casos, pueden figurar en un documento o aplicarse de acuerdo a las prácticas de la organización.

presupuesto: [budget]	el detalle financiero de un proyecto o plan. Los presupuestos pueden redactarse según los costos asignados a cada objetivo [objective-referenced budget] o de acuerdo a los montos que corresponden a cada una de las categorías de gastos [line-item budget] (p.e., sueldos del personal, equipo, etc.).
procedimiento: [procedure]	la serie de medidas de rutina o el conjunto de trámites corrientes que requieren una respuesta formal.
programación: [scheduling]	la división temporal de un plan en fechas tomadas del calendario para el comienzo, terminación y actividades relacionadas con el propósito del proyecto.
propuesta: [proposal]	el documento que se presenta a una agencia de fondos para solicitar el apoyo necesario destinado a poner en práctica un proyecto educativo. El documento describe la necesidad del proyecto y los objetivos, manejo, costo y aspectos técnicos relacionados con el cumplimiento de los fines establecidos.
proyecto: [project]	la actividad que cuenta con las siguientes características: (1) plazo y propósito establecidos; (2) naturaleza compleja que requiere el cumplimiento de diversas tareas; (3) actividad aislada y única; (4) incertidumbre con respecto a la serie de actividades conducentes a la meta final; y (5) resultado final acorde con el tiempo, costo y desempeño especificados.
resumen: [abstract]	la parte de la propuesta que resume los objetivos y procedimientos del proyecto.
revisión interna: [internal review]	la revisión de una propuesta terminada o casi completa para recabar sugerencias, críticas y aprobación dentro de la organización solicitante. Esto se lleva a cabo antes de proceder a la revisión final y presentación de la propuesta a la agencia que suministra los fondos.

Solicitud de Propuestas: [Request for Proposal (RFP)]	la solicitud de una agencia de fondos para recabar las propuestas que describen un proyecto educativo. Por lo general, el proyecto debe versar sobre una determinado área de interés.
subvención: [grant]	el instrumento que respalda una actividad iniciada por el solicitante, la cual se rige por las pautas y prioridades del programa que aporta los fondos. Las subvenciones del gobierno se solicitan mediante anuncios en el Registro Federal [Federal Register]. Las subvenciones se conceden a los que redactan solicitudes eficaces; los contratos a los que presentan propuestas convincentes.
subvenciones de demostración: [demonstration grants]	el dinero que recibe el beneficiario de una subvención para demostrar la eficacia de un determinado enfoque o método para solucionar un problema. Frecuentemente, las subvenciones de demostración se conceden para ilustrar cómo una técnica de investigación puede ser aplicada más ampliamente o cómo otros grupos pueden beneficiarse de un enfoque originalmente destinado a una determinada población.
subvenciones en bloque: [block grants]	las subvenciones hechos por el gobierno federal al gobierno local o del estado. Por lo general, a los estados se les exige que presenten un plan anual explicando cómo van a ser utilizados tales fondos, pero se les da gran flexibilidad en la distribución de éstos siempre que se cumplan los propósitos básicos.
subvenciones para el personal: [staffing grants]	el dinero para el empleo y mantenimiento de los miembros del personal.
subvención para el planeamiento [planning grant]	los fondos asignados para el planeamiento y el desarrollo de los medios de investigación.
subvenciones para entrenamiento [training grants]	los fondos para entrenar personal u otros individuos, brindándoles conocimientos prácticos especiales.
subvenciones para la construcción: [construction grants]	el dinero para la construcción, renovación, o ampliación de un edificio o institución.

subvenciones para la investigación: [research grants]	los fondos para probar ideas nuevas o desarrollar nueva información.
subvenciones para proyectos: [project grants]	los fondos asignados en base a las actividades y no al número de personas involucradas.
subvenciones "per capita": [capitation grants]	los fondos suministrados para fines de entrenamiento basados en el número de personas servidas.
subvenciones por categorías: [categorical grants]	los fondos limitados a cierta categoría de interés, tal como el cuidado infantil a los servicios para los incapacitados.
tarea: [task]	la unidad mínima de acción que compone el detalle de la estructura del trabajo. La actividad aislada, o integrante de un grupo de funciones, que exige pocos recursos.
Técnica de Evaluación y Revisión del Programa (TERP): [Program Evaluation and Review Technique (PERT)]	el sistema de manejo destinado al planeamiento y control de diversas actividades relacionadas con el logro de un objetivo determinado.
toma de decisiones: [decision-making]	la determinación o elección de una vía de acción entre dos o más alternativas.

PRIMERA PARTE

LA FASE ANTERIOR AL ESCRITO
[THE PRE-WRITING PHASE]

PRIMERA PARTE

LA FASE ANTERIOR AL ESCRITO

Antes de comenzar a redactar una propuesta o una solicitud de subvención, usted deberá conocer las técnicas necesarias para desarrollar la idea, determinar si dicha idea puede ser costeada y decidir cuál es la fuente de fondos que probablemente proporcionará el dinero.

Esta sección trata:

- cómo desarrollar una idea por medio de una consulta
- cómo determinar una idea en términos de la necesidad, de la factibilidad, y de la posibilidad de que sea costeada
- cómo hallar información acerca de las agencias aportadoras de fondos federales, del estado y locales, fundaciones, corporaciones y organizaciones profesionales
- cómo seleccionar una fuente de fondos
- cómo hacer el contacto inicial con una agencia aportadora de fondos
- cómo aumentar la credibilidad de su organización, y
- cómo hallar, desarrollar y usar listas para la comprobación de nombres

Capítulo I

Desarrollo de la idea
[Developing the Idea]

Su primer paso al proponer un proyecto efectivo consiste en desarrollar una buena idea. Muchas organizaciones de mujeres tienen varias ideas buenas pero poco dinero para realizarlas. Usted necesita preguntarse a sí mismo/a acerca de su idea:

1. ¿Hay una necesidad verdadera de su nuevo producto?
2. ¿Tiene dicho producto la posibilidad de aliviar el problema o situación en la cual usted está interesado/a, y puede ser llevado a cabo?
3. ¿Puede usted hallar una fuente que aporte los fondos?

A menudo, los comentarios generales son el comienzo de un proyecto que puede ser costeado. "Debemos ayudar a los maestros a que desarrollen nuevos materiales para la clase porque todo es parcial o predispuesto" podría resultar en un proyecto que produjera una paquete para un cursillo sobre el desarrollo de un curso de estudios no sexista. "Se debe hacer algo para aumentar las oportunidades para las jóvenes adolescentes desventajadas" podría inspirar a los miembros interesados de una comunidad a diseñar tal programa.

Consulta colectiva [Brainstorming]

Según el Webster's New Collegiate Dictionary (1975), la consulta colectiva es una técnica grupal destinada a solucionar problemas, la cual implica la contribución espontánea de las ideas de todos los miembros del grupo. Una de las mejores maneras de fomentar pensamientos creativos es por medio de una consulta colectiva. Esto es simplemente una manera de resolver problemas en grupo mediante la participación de todos los miembros presentes, quienes contribuyen sus ideas espontáneamente. Para consulta colectiva, reuna usted cinco o diez personas interesadas en un ambiente confortable. Antes de la reunión, pídales que piensen en lo que se propone conseguir en la sesión de consulta colectiva; por ejemplo, si usted ha pensado en una necesidad o un problema en el área de la equidad educativa de la mujer, entonces usted puede buscar maneras, por medio de una consulta colectiva, de resolver o aliviar el problema.

En la sesión de consulta colectiva, todos contribuyen tantas ideas como les son posibles y pertinentes al asunto en cuestión. Una persona actúa como recopilador y escribe cada una de las ideas en una pizarra o superficie suficientemente grande para que todos vean lo que se ha escrito. Las reglas principales de la consulta colectiva son: NO CRITIQUE y NO ELIMINE NINGUNA IDEA. Las personas necesitan sentirse libres para contribuir sus ideas sin el temor de que alguien las considere ineficaces o tontas.

Las demás reglas que deben tenerse en cuenta en la consulta colectiva son:

- cuanto más originales las ideas, mejor
- las ideas deben ser numerosas
- la combinación y el mejoramiento de las ideas son indispensables (Brilhart, 1967, pág. 34)

Después de terminada la consulta colectiva, las ideas deben ser organizadas y evaluadas. Por ejemplo, si usted empezó con la pregunta "¿Qué podemos hacer para mejorar las oportunidades vocacionales para las jóvenes desventajadas?" las ideas siguientes pueden haber salido de su sesión de consulta colectiva:

1. Darles dinero para que puedan asistir a la universidad
2. Escribir un libro acerca de las oportunidades para aprendices
3. Desarrollar un centro modelo de entrenamiento de trabajo para tareas no tradicionales
4. Difundir información acerca de trabajos no tradicionales

Su análisis de estas cuatro ideas pueden hallar la #1 impracticable debido al gran costo que representa y debido a la baja probabilidad de que con sólo dar dinero van a aumentar las oportunidades vocacionales. Si usted piensa solicitar fondos del Programa de Ley de la Equidad Educativa para la Mujer (PLEEM) [Women's Educational Equity Act Program --WEEAP], usted debe eliminar la #3 porque no está relacionada con la educación. Usted puede combinar la #2 y la #4 ya que ambas tratan con proveer información acerca de trabajos no tradicionales.

Entonces usted puede emplear la idea de escribir y fundir información acerca de trabajos u ocupaciones no tradicionales, incluyendo programas de aprendizaje.

Esta idea deben ser explorada más a fondo en términos de la necesidad, factibilidad y posibilidad de ser costeada.

Necesidad [Need]

Cuando a usted se le pide que examine la necesidad para una idea o propuesta, usted debe presentar evidencia de que hay un problema que no se ha resuelto por los medios existentes. Por ejemplo, para mostrar que hay un problema de parcialidad hacia un sexo con el curso de estudios de la escuela, cite las estadísticas de lectores parciales a dicho sexo y los libros de texto de los estudios realizados; haga un resumen de la información que se ha escrito acerca del daño hecho al aprendizaje y autoestimación de los niños como resultado del curso parcial al sexo, e incluya algunos comentarios personales de maestros y estudiantes respecto a su necesidad de un nuevo curso imparcial. Esto es lo que se llama documentar (o presentar evidencia de) una necesidad.

Factibilidad [Feasibility]

La documentación de la necesidad es un paso necesario, pero no es suficiente. La idea debe tener alguna posibilidad para resolver un problema o al menos para mejorar las condiciones. Usted también debe ser capaz de demostrar que puede ser realizada. Examine lo que han hecho programas similares, vea lo que los investigadores y otros practicantes han hallado acerca de las soluciones posibles al problema en general, encuentre lo que ha sido escrito y hecho en el área. Esto le da una base para empezar a trabajar. Ya que usted probablemente no va a recibir fondos para hacer algo que ya ha sido hecho por algún otro, es importante el hacer esta investigación preliminar de programas similares en su campo.

Usted debe tener en cuenta que mucha de la información e investigación sobre las soluciones posibles a problemas relacionados directamente con la mujer ha tardado en llegar a las bibliotecas y a las revistas profesionales. Puede que usted necesite ir a las fuentes no tradicionales tales como centros para la mujer, agencias para la mujer, juntas secretas de organizaciones profesionales de mujeres, etc. Los informes anuales de las fundaciones y de las agencias del gobierno le dirán a usted qué proyectos han sido costeados durante un año dado. Vea El suplemento [The Supplement] para las direcciones e información sobre los recursos.

De su investigación usted debe obtener un sentido de la factibilidad de su idea así como también de las maneras de modificarla o refinarla. También debe usted hallar información adicional para justificar si la idea va a funcionar. Pero tenga usted en cuenta que el problema que usted se propone reducir o eliminar debe ser uno en el cual usted pueda trabajar durante un período de tiempo y con una cantidad de dinero razonables.

Posibilidad de ser costeada [Fundability]

Si usted tiene una necesidad documentada y una idea que es factible, usted va sin duda bien encaminado. Sin embargo, su idea necesita ser costeada; esto es, necesita ser de interés y reunir los requisitos de una fuente de recursos. La mejor manera de saber si una idea puede ser costeada es saber qué clases de ideas están siendo aprobadas por las diferentes agencias del gobierno, por los negocios particulares, o fundaciones. Esto puede ser determinado de varios modos, pero uno de los menos costosos es el de ponerse en las listas de correo. Muchas fundaciones y agencias del gobierno tienen publicaciones gratis describiendo las subvenciones que han hecho. Al escribir a las fundaciones o agencias, pidiéndoles que lo pongan en sus listas de correo, usted puede hallar fácilmente "lo que está siendo costeado". Una vez que usted esté en las listas de correo también puede conseguir otras cosas útiles: La pauta a seguir para escribir propuestas para la agencia, los avisos sobre nuevos programas o límites de tiempo, nuevas reglas o disposiciones para la agencia.

Evidentemente ni las organizaciones ni los particulares deben solicitar su inscripción en las listas de correo de todas las fundaciones y agencias, sino concentrar su atención solamente en aquellas fuentes de recursos que parecen estar interesadas en su área. El Capítulo II trata cómo determinar cuáles son y dónde están estas fuentes de recursos.

Además, es conveniente desarrollar contactos de confianza con el personal de las agencias para mantenerse al tanto de la dirección y de los cambios de prioridades de la agencia. Sin embargo, no espere recibir ninguna información detallada que le vaya a dar a usted una ventaja--las leyes (para las agencias del gobierno) y las reglas (para otras organizaciones) están diseñadas para asegurar una justa y honrada competencia.

LA COMPROBACION DE SU IDEA
[CHECKING YOUR IDEA]

La siguiente lista de preguntas le ayudará a determinar si usted ha finalizado algunas de las etapas preliminares del planeamiento de la propuesta:

1. ¿Ha identificado usted una necesidad para el proyecto?

    _____ ¿ha identificado un problema específico?

    _____ ¿el problema no está en vías de resolverse ni de ser aliviado por ningún método existente?

2. ¿Puede usted documentar o presentar evidencia para la necesidad del proyecto?

    _____ las estadísticas muestran la necesidad

    _____ el estudio de la información publicada muestra la necesidad

    _____ los expertos en el campo de estudio han hecho declaraciones sobre la necesidad

    _____ las personas con quienes usted piensa trabajar (por ejemplo, estudiantes, maestros, representantes de la comunidad, etc.) han declarado la necesidad

3. ¿Es factible el proyecto?

    _____ puede ser llevado a cabo dentro de un plazo razonable (por ejemplo, un año, dos años)

    _____ puede realizarse por una cantidad razonable de dinero

    _____ puede realizarse con los recursos humanos disponibles

4. ¿Cuáles son los posibles beneficios de su proyecto?

    _____ afecta a un máximo de personas del grupo al cual va dirigido (por ejemplo, mujeres, niñas, mujeres de grupos minoritarios, mujeres ex-delincuentes, etc.)

    _____ puede ser reproducido o adaptado en otras localidades

5. El proyecto afecta a institución(es), agencia(s), departamento(s) en:

    _____ la determinación de las normas a seguir

    _____ la distribución de recursos

    _____ los métodos de empleo

    _____ la administración del programa

    _____ el contenido del programa

    _____ la posibilidad de incorporación a un programa regular en funcionamiento de una institución, comunidad, estado o región

_____ facilita la comunicación y las operaciones cooperativas entre los niveles y clases de instrucción (por ejemplo, un proyecto de instrucción relativo a la vocación que enfoca el estereotipo del papel sexual al nivel de la escuela secundaria podría funcionar con los maestros, los estudiantes, los consejeros, el personal del departamento de estado y los posibles empleadores)

6. ¿Puede costearse el proyecto?

_____ reúne los requisitos de una fundación, corporación o agencia del gobierno.

Capítulo II

Selección de una fuente de fondos [Selecting a Funding Source]

Hoy en día hay cientos de agencias en los Estados Unidos que otorgan subvenciones a organizaciones competentes. Probablemente la tarea más difícil en el proceso de desarrollar una propuesta con éxito es determinar cuál de las numerosas agencias es la que probablemente le subvencione su idea. Es importante realizar esta tarea antes de escribir su propuesta porque las fuentes de fondos, prescindiendo de si son federales, del estado o gobierno local, de fundaciones o corporaciones, por lo general tienen pautas específicas concernientes a la preparación y presentación de propuestas. Estas pautas a menudo difieren entre una agencia que concede fondos y otra agencia similar. A menos que usted tenga una idea precisa a cerca de la agencia a la cual usted escribe la propuesta, es casi imposible hacer una buena labor.

Afortunadamente, hay muchos recursos para comprobar los tipos y requisitos de las diferentes fuentes de fondos.

Obtención de la información [Gathering the Information]

Los fomentadores de proyectos deben conocer y usar los medios y los recursos básicos del oficio. Los tres recursos más importantes para investigar los fondos federales son el Catálogo de Ayuda Federal Interna [Catalog of Federal Domestic Assistance], el Registro Federal [Federal Register] y el Diario de Asuntos Comerciales [Commerce Business Daily]. Estas publicaciones enumeran el conjunto de programas disponibles costeados por fondos federales, anuncian los límites de tiempo y las condiciones de la competencia y contienen el reglamento apropiado. El que escribe la propuesta debe tener una copia de la ley que autoriza el programa: los puntos más destacados o sobresalientes del testimonio del Congreso en apoyo de la ley pueden ser útiles y pueden ser obtenidos de su senador o congresista. Como mínimo, usted debe tener el reglamento, las pautas a seguir y los formularios de solicitud antes de comenzar a escribir su propuesta.

Catálogo de Ayuda Federal Interna [Catalog of Federal Domestic Assistance]

Todas las agencias que conceden fondos en el gobierno federal están indicadas en el Catálogo de Ayuda Federal Interna [Catalog of Federal Domestic Assistance (CFDA)]. Este valioso libro, el cual se pone al día periódicamente, puede solicitarse al Superintendente de Documentos [Superintendent of Documents] de la Oficina de Impresos del Gobierno [Government Printing Office] (Washington, D.C. 20402, $16.00/año). Se lo puede consultar en muchas bibliotecas públicas y universitarias y en aquellas que son depositarias de los documentos del gobierno. El CFDA da una variedad de información acerca de cada programa costeado por el gobierno, incluyendo el criterio para la elegibilidad y los nombres de las personas que pueden proporcionar más información. El CFDA también tiene un índice de materias que indica los programas según las áreas de interés. Se incluye un ejemplo del CFDA en El suplemento [The Supplement], así como también las instrucciones para usarlo.

Programas Federales de Ayuda a la Educación
[Federal Education Assistance Programs]

El libro titulado Programas Federales de Ayuda a la Educación [Federal Education Assistance Programs] es un catálogo con un índice de los programas federales que conceden fondos para proyectos relacionados con la educación. Este libro está extraido del CFDA y puede solicitarse al Superintendente de Documentos por $7.30. La edición más reciente es la de 1978.

Diario de Asuntos Comerciales y *Registro Federal*
[The Commerce Business Daily and The Federal Register]

La información acerca de las subvenciones del gobierno federal también se obtiene diariamente del Diario de Asuntos Comerciales [The Commerce Business Daily] y del Registro Federal [Federal Register]. Ambas publicaciones pueden obtenerse mediante subscripción, escribiendo al Superintendente de Documentos, Oficina de Impresos del Gobierno [Government Printing Office] y, por lo general, se consiguen también en las grandes bibliotecas públicas universitarias.

El Diario de Asuntos Comerciales [The Commerce Business Daily] publica un párrafo corto describiendo cada RFP [Request for Proposal] (Solicitud de Propuesta) que excede los $5,000; cada aviso aparece solamente una vez. La sección más importante para usted es probablemente la primera: "Servicios" [Services]. La mayoría de los RFP están indicados en esta sección. El Diario se publica cinco días por semana y la subscripción cuesta $80.00/año.

El Registro Federal [The Federal Register], que contiene el reglamento que rige los programas, explica cómo una agencia llevará a cabo el propósito del Congreso según lo establecido por una ley determinada. El Registro Federal incluye las pautas a seguir para fomentar propuestas y, generalmente, el criterio de evaluación y los puntos permitidos para cada sección de la propuesta; asimismo, suministra la fecha exacta de presentación y la dirección donde enviar la propuesta. El Registro Federal se publica cinco días por semana y se puede obtener escribiendo al Superintendente de Documentos. Su costo es de $5.00/mes ó $50.00/año.

Si usted ve un anuncio que le interesa en el Diario de Asuntos Comerciales o en el Registro Federal, escriba inmediatamente o llame por teléfono a la persona indicada en el aviso y pídale que le envíe la información sobre el RFP o el programa. Es importante solicitar estos datos de inmediato porque, por lo general, hay poco tiempo entre la fecha del anuncio de un RFP o de un programa de subvenciones y la fecha en que la propuesta debe presentarse.

Guía de Fundaciones
[The Foundation Directory]

Las fundaciones particulares o privadas también tienen una publicación que puede compararse a la del CFDA. La publicación de este libro, la Guía de Fundaciones [Foundation Directory] está a cargo del Centro de Fundaciones [Foundation Center] (888 Seventh Avenue, New York, NY 10019). La Guía está organizada por estado, e indica los nombres, las direcciones, los funcionarios, los propósitos, las actividades y los datos financieros de las fundaciones particulares o privadas. La Guía también tiene un índice de materias y un índice de los donantes, depositarios y administradores. El suplemento tiene una lista de las colecciones regionales y un resumen de los tipos de material que contienen.

Cómo Hallar Fondos para Programas Relacionados con la Equidad Educativa de la Mujer
[Finding Funds for Programs Related to Women's Educational Equity]

Además de estas publicaciones, hay un libro llamado Cómo Hallar Fondos para Programas Relacionados con la Equidad Educativa de la Mujer [Finding Funds, etc.] que es útil para dar información acerca de las fundaciones, corporaciones y agencias del gobierno que conceden fondos para proyectos específicamente relacionados a la equidad educativa para mujeres. Lo publica la Red de Comunicaciones para la Equidad Educativa de la Mujer [Women's Educational Equity Communications Network] y se obtiene escribiendo al Superintendente de Documentos. Su costo es de $2.00 (Order No. 017-080-01835-7).

Otras publicaciones [Other Publications]

Lamentablemente, no se publica un resumen de donantes incorporados como el CFDA o la Guía de Fundaciones. Sin embargo, no es muy probable que las corporaciones fuera de su área geográfica le den dinero alguno. Concéntrese en las corporaciones que emplean grandes números de personas en su pueblo, condado o ciudad y cuyos empleados pueden beneficiarse de su proyecto.

Los estados a menudo tienen publicaciones que hacen un resumen de las agencias que les conceden fondos. Usted debe escribir a los departamentos de estado apropiados, incluyendo el departamento de educación del estado y el departamento de recursos humanos del estado y pedir información acerca de sus programas que conceden fondos. Estos departamentos de estado, ubicados en la capital de su estado, por lo general se complacen en ponerlo a usted en sus listas de correo.

A menudo es posible obtener dinero de las agencias gubernamentales locales, especialmente si usted vive en una ciudad. Diríjase al representante del concejo de su ciudad o al comisario legislativo de su ciudad, y averigüe qué fuentes de recursos hay disponibles para su proyecto.

Consulte la Bibliografía del Suplemento para otras publicaciones sobre las fuentes de fondos.

Los fondos del gobierno federal
[The Federal Government as a Funding Source]

Después de haber descubierto algunas de las fuentes que conceden fondos, es hora de conseguir más información específica acerca de ellas. El gobierno federal es la agencia de subvenciones más grande del mundo y por el número y variedad de sus programas constituye, sin duda, una fuente de interés para usted. Los fondos del gobierno se conceden de tres maneras:

1. Subvenciones para proyectos [Project Grants]. Las subvenciones para proyectos son otorgadas por las respectivas agencias según los programas autorizados por el Congreso. Se conceden a las organizaciones cuyas propuestas reúnen los requisitos exigidos por el programa. El diseño del proyecto queda a cargo del solicitante de la subvención. Una subvención es un modo de apoyar las ideas originadas y definidas por el solicitante--por lo general en un área ampliamente especificada. Durante los últimos tres años, por ejemplo, el Programa de Ley de la Equidad Educativa para la Mujer [Women's Educational Equity Act Program] de la Oficina de Educación de los EE.UU. [U.S. Office of Education] ha solicitado propuestas para diseñar productos no especificados para promover cualquier forma de equidad educativa para la mujer. Se conceden varias subvenciones para cada ciclo de fondos.

2. Contratos [Contracts]. Un contrato es un medio para efectuar una actividad predeterminada por la agencia que concede los fondos--un fin identificado bajo términos especificados por un RFP. La subvención se adjudica al que presenta la mejor propuesta. Este libro, por ejemplo, fue escrito bajo un contrato:

OEEEUU/PLEEM [USOE/WEEAP] solicitó el plan y los costos del trabajo. Comparado a una subvención, un contrato da a la agencia que concede los fondos más control sobre la actividad que ésta apoya.

3. Fórmula y subvenciones en bloque [Formula and Block Grants]. A los estados o regiones se les adjudican subvenciones basadas en las variables económicas y demográficas que han sido predeterminadas. Las subvenciones en bloque se conceden a las autoridades de educación del estado, por ejemplo, para ayudar a los estados a confrontar aquellos problemas de la educación que ellos consideran de mayor importancia.

Si las fuentes que conceden fondos pertenecen al gobierno federal, diríjase a la agencia apropiada (indicada en el CFDA) y pida información acerca de cualquier propuesta que ellos solicitan y acerca de las propuestas no solicitadas que ellos puedan aceptar. Una propuesta no solicitada es una originada por usted más bien que por una petición específica de la agencia. La mayoría de las agencias guardan un pequeño porcentaje de sus fondos para gastar en propuestas no solicitadas. Sin embargo, debido a la pequeña cantidad de dinero disponible para propuestas no solicitadas y el gran número de contendientes, la probabilidad de conseguir fondos, para una propuesta no solicitada, por el gobierno federal es mínima. Las propuestas no solicitadas tienen más oportunidad en las fundaciones particulares o privadas.

Si las agencias van a solicitar propuestas, la ley les exige que publiquen la noticia de ello en el Diario de Asuntos Comerciales (para los contratos) y en el Registro Federal (para las subvenciones). Las agencias automáticamente le enviarán solicitudes para subvenciones si usted se encuentra en su lista de correo. Sin embargo, usted no recibirá automáticamente los RFP; por lo tanto, usted debe seguir revisando el Diario y pedir aquellos RFP que le interesan.

Cuando usted reciba un paquete para solicitud de la subvención, es importante que lo analice teniendo en cuenta las siguientes preguntas:

1. ¿Están las necesidades comprendidas en la solicitud fuertemente relacionadas con las necesidades prevalentes en su propia situación?

2. ¿Tiene usted (o puede tener) personas y facilidades adecuadas para ejecutar la obra descrita en las pautas?

3. ¿Es posible preparar una respuesta satisfactoria a las pautas dentro del límite de tiempo y otras necesidades apremiantes existentes? (Adaptado del The Grantsmanship Workplan, 1975, pág. 7.)

Si la respuesta a estas tres preguntas es "sí", entonces usted debe considerar seriamente la presentación de una propuesta. No tenga miedo de llamar a la agencia que solicita la propuesta y hacerle cualquier pregunta que usted tenga. Puede que usted haga una buena impresión en la agencia y al mismo tiempo averigüe la información necesaria.

Lo que sigue es una lista de puntos que le pueden servir de ayuda al analizar un RFP.

1. ¿Puede su organización presentar una propuesta de acuerdo con los estatutos y prácticas anteriores de la agencia que concede los fondos?

2. ¿Cuál es el tiempo establecido por la agencia para completar el proyecto? ¿Puede usted hacer el trabajo en el tiempo especificado?

3. ¿Está usted compitiendo por una subvención para dirigir la próxima fase de un proyecto que ha estado en operación por un año o más? (Se es así, sus oportunidades de que le adjudiquen el contrato son muy pequeñas.)

4. ¿Hay alguna indicación dada por la agencia sobre el alcance de las actividades correspondientes (número de personas en la plantilla, la cantidad de presupuesto, etc.)? Puede que le den a usted el número de horas por persona o años por persona de esfuerzo requerido, y usted tendrá que calcular la cantidad de dinero que ellos piensan gastar, empleando su índice básico.

5. ¿Están claros los resultados que se esperan del proyecto? (Si es así, limitarán su libertad de ser creativo. Cuanto menos sea la estructura provista por la agencia, mayor será la cantidad de trabajo que usted tiene que hacer; pero también tendrá usted más libertad de usar su creatividad.) (Adaptado del The Grantsmanship Workplan, 1974, pág. 32.)

Para mantener en perspectiva la cantidad de dinero federal a menudo mencionado como disponible para proyectos, tenga en cuenta lo que Charles Achilles llama el "fenómeno de las AAA" [AAA phenomenon]: recuerde las diferencias entre Autorizar, Apropiar, y Asignar. Una autorización es la suma declarada en la legislación que podría ser gastada ("se autoriza por este acto para ser apropiada..."); apropiación es la suma que el Congreso decide asignar para un propósito específico en un año fiscal determinado. (Las apropiaciones son por lo general mucho menores que las autorizaciones. Los miembros del Congreso pueden votar para un proyecto de ley y la autorización, pero no para la apropiación. Esto produce leyes sin fondos.) La asignación es lo que la Administración y la Oficina del Presupuesto Administrativo realmente pone en un programa. La persona a cargo de la subvención debe calcular o saber cuánto se va a gastar para un programa en un año fiscal determinado; no todos los fondos asignados están disponibles. Algunos se destinan a apoyar los proyectos de continuación o se separan o reservan para actividades especiales. (Achilles, Crump y Moss, 1977, pág. 4.)

Los fondos del estado y del gobierno local
[State and Local Governments as Funding Sources]

Cuando usted se dirija a los funcionarios locales y a los del estado, pregúnteles si usted puede recibir fondos bajo una subvención en bloque del gobierno federal. Estas subvenciones en bloque se conceden a los gobiernos locales y estatales para propósitos específicos tales como los programas de servicio social. Un ejemplo de una subvención en bloque es el del Título XX [Title XX] de la Ley del Seguro Social [Social Security Act]; esta subvención es administrada por el departamento de estado de bienestar social para proveer servicios sociales a los residentes de bajos ingresos. En el pasado, los proyectos como los de los centros de consulta de trabajo para mujeres han sido costeados por el Título XX. Su departamento de estado de bienestar social público tiene información acerca de cómo se van a gastar los fondos locales y estatales del Título XX.

Los fondos de las fundaciones
[Foundations as a Funding Source]

Antes de dirigirse a una fundación para obtener fondos para su proyecto, tenga en cuenta que dichas organizaciones sólo dan dinero a entidades no lucrativas y que se encuentran exentas de impuestos. Su organización puede solicitar la exención de impuestos presentando el formulario 1023, Solicitud de Exención [Application for Recognition of Exemption], al Servicio de Rentas Internas [IRS]. El formulario 1023 es extenso pero puede ser completado sin la ayuda de un abogado. La Oficina de la Organización de Exención de Impuestos del IRS de su zona le ayudará a completar los documentos necesarios. La solicitud de exención de impuestos es gratuita, pero el proceso tarda varios meses. Recuerde que las organizaciones que se dedican a promover la aprobación de las leyes [lobbying] no pueden optar a dicha exención de impuestos.

Una vez recibida la exención de impuestos, usted debe solicitar la exención del impuesto estatal a las ventas, al uso y al consumo. Por lo general, este procedimiento implica llenar un formulario del departamento de impuestos del estado y presentarlo con una copia de los estatutos de su organización y la carta de exención del IRS. Usted obtendrá un permiso de exención para su organización que la eximirá del pago de impuestos a las ventas o al uso. Diríjase al departamento de impuestos del estado, ubicado en la capital de su estado, para obtener mayor información y las copias de los formularios que necesita.

Si su organización todavía no ha logrado la exención de impuestos o no desea solicitarla, usted puede presentar su propuesta por intermedio de una organización no lucrativa y libre de impuestos que desee patrocinar su proyecto. La mayoría de las iglesias, las instituciones de caridad, las organizaciones de servicios sociales y los centros de educación se hallan exentos del pago de impuestos. Si usted decide utilizar un intermediario, asegúrese que existe un acuerdo por escrito sobre la función del patrocinador antes de someter la propuesta.

Una vez comenzado el proceso para solicitar la exención de impuestos, considere los cinco tipos diferentes de fundaciones que existen y decida cuál le conviene más para su proyecto:

1. Fundaciones para propósitos generales/fundaciones nacionales [National/General Purpose Foundations]. Según su nombre lo indica, estas fundaciones están interesadas en proyectos de alcance nacional, proyectos guía o de demostración y programas populares que atraen la atención del público hacia la fundación. Estas grandes agencias de fondos, tales como la Carnegie y la Ford, conceden cerca de la mitad del dinero que se utiliza para las subvenciones costeadas por fundaciones. Raramente conceden dinero para sufragar los gastos de operación de un proyecto costeado por otra agencia o asignan fondos para la extensión de proyectos ya iniciados.

2. Fundaciones de la comunidad [Community Foundations]. Ésta es su mejor posibilidad para conseguir fondos para programas locales. Las fundaciones de la comunidad por lo general se complacen en dar información acerca de sus programas para subvenciones. La Fundación Cleveland es la más grande de éstas (vea El Suplemento para más información). Compruebe usted la Guía de Fundaciones, la cual está organizada por estados, para ver si hay una fundación de la comunidad cerca de su área.

3. Fundaciones para propósitos especiales [Special Purpose Foundations]. La cuestión crucial aquí es si usted entra dentro de su categoría, porque estas fundaciones solamente conceden fondos para programas que reflejan sus intereses especiales. La Fundación del Campo [The Farm Foundation], por ejemplo, tiene como meta el mejoramiento de las condiciones de la

vida rural, mientras que la Whiteley Foundation limita su programa a proveer una instrucción comercial a los estudiantes necesitados del Condado de Ingham en Michigan.

4. Fundaciones corporativas [Corporate Foundations]. Estas fundaciones son extensiones de fundaciones de lucro y como tales están interesadas en conceder fondos para programas de impacto local que destaquen la imagen de la corporación en la comunidad. La Fundación Schlitz y el Fondo Bristol-Meyers son buenos ejemplos de este tipo de fundación.

5. Fundaciones de familias [Family Foundations]. Estas fundaciones por lo general son pequeñas y están controladas por la familia del donante, con sus intereses reflejados en las prioridades de la fundación que hace la subvención. Con frecuencia hay límites geográficos específicos en las normas limitadas para las subvenciones de estas fundaciones. (Adaptado de Conrad, 1976, págs. 10-12.)

Si algunas de sus posibles fuentes que conceden fondos son fundaciones, el mejor modo de averiguar más acerca de ellas es escribirles y pedirles una copia de su informe anual, y, si está disponible, una lista de sus prioridades o planes en la concesión de fondos. Las fundaciones más grandes le enviarán una copia gratis por correo, pero algunas de las fundaciones pequeñas le contestarán que pase usted por su oficina y lea el informe que guardan a su disposición. También, todas las fundaciones con capital en bruto de $5,000 or más deben por ley federal presentar una formulario (Form 990-AR) explicando cómo distribuyen su dinero. Las colecciones regionales del Centro de Fundaciones [Foundation Center] (anotado en El suplemento) tiene copias en película microficha de los formularios 990-AR de todas las fundaciones sometidas a este régimen.

El tipo de información que usted necesita saber acerca de una fundación incluye:

1. ¿Cuál es el nombre legal completo y la dirección exacta de correo?
2. ¿Es una fundación de la comunidad o una fundación privada?
3. ¿Cuáles son sus prioridades e intereses actuales?
4. ¿Cuánto dinero hay disponible?
5. ¿Cuál es el monto de la subvención típica?
6. ¿Qué clases de proyectos han sido costeados?
7. ¿Qué limitaciones están especificadas en las pautas?
8. ¿Cuáles son los procedimientos de solicitud y los plazos?

9. ¿Quién es la persona a la que hay que dirigirse?
10. ¿Quiénes son los funcionarios y los depositarios?
11. ¿Hay posibilidad de prórrogas o renovaciones?

(Adaptado de Emmons, 1976, pág. 5.)

Usted debe tener en cuenta que a las fundaciones les desagrada que las empleen como un suplemento a los fondos públicos y, por lo general, no costean programas para las cuales hay dinero público disponible. En la educación, por ejemplo, las fundaciones a menudo se interesan en costear programas que incorporan uno o más de los temas siguientes:

- los proyectos de demostración, para establecer la efectividad de un concepto o programa el cual será entonces tomado por otras fuentes mayores de fondos federales o integrado a los programas de instrucción existentes
- los consorcios, o programas que fomentan la cooperación entre las agencias y la participación en la distribución de recursos
- las subvenciones iniciales, para poner en marcha un nuevo programa prometedor
- los programas de investigación, que añaden información a los conocimientos de los campos de interés de las fundaciones
- los centros de recursos, los cuales pueden servir a muchas escuelas
- los proyectos que diseminan información acerca de programas particularmente efectivos o innovadores
- el desarrollo de cursos de estudio que pueden ser aplicados en gran escala
- las comunidades o grupos de personas con necesidades especiales, tales como los grupos minoritarios o los incapacitados

Los fondos de las organizaciones profesionales [Professional Organizations as a Funding Source]

Las organizaciones profesionales son otra posible fuente de fondos. Por ejemplo, la Federación Norteamericana de Maestros [American Association of Teachers] y la Asociación Nacional de Educación [National Education Association] tienen, a veces, competencias de pequeñas subvenciones para maestros. Las organizaciones como la Sociedad para el Estudio Psicológico de Problemas Sociales [Society for Psychological Study of Social Issues] también conceden pequenas subvenciones. En algunos casos, usted tiene que ser miembro para solicitar los fondos, pero en otros no. Lo mejor es dirigirse a las organizaciones que podrían estar interesadas en sus ideas y preguntarles si tienen algún dinero disponible para subvenciones. Hay una publicación en tres tomos titulada La Enciclopedia de Organizaciones [The Encyclopedia of Organizations] que contiene los nombres de la mayoría de las organizaciones que existen actualmente. Las Asociaciones Nacionales Profesionales y Comerciales de los Estados Unidos y Canadá [The National Trade and Professional Associations of the United States and Canada] también provee una lista de organizaciones. La Alianza de Acción de la Mujer [Women's Action Alliance] (370 Lexington Avenue, New York, NY 10017) publica una guía de las organizaciones que conceden fondos para programas femeninos. Cómo Hallar Fondos para Proyectos en la Equidad Educativa para la Mujer, según se ha descrito en la pág. 20, indica las fuentes principales que conceden fondos para los programas de la equidad educativa para la mujer.

Los fondos de los colegios, universidades o distritos escolares [Colleges, Universities or School Districts as Funding Sources]

Si usted está afiliado a un colegio, universidad, or distrito de escuelas, puede que usted quiera considerarlos como una fuente de fondos. Muchas instituciones educacionales, especialmente las públicas, tienen dinero disponible para programas de servicio público y están dispuestos a patrocinar con otros, cursillos, conferencias y otras actividades de servicio público. También pueden otorgar pequeñas subvenciones para la investigación a profesores y estudiantes. Diríjase a la división del servicio público u oficina de fomento para averiguar qué fondos tiene la institución.

Asimismo, las instituciones educativas a veces proporcionan fondos iniciales [seed money] a profesores y estudiantes. Los fondos iniciales son pequeñas subvenciones para cubrir por lo menos parte del costo de escribir una propuesta. Si la universidad o el distrito cree que su idea puede ser costeada, puede que le dé dinero, personal y tiempo libre para ayudar a escribir la propuesta. Si la institución le da fondos iniciales, usted tendrá que presentar la subvención por su intermedio. El decano o vice presidente de una universidad, o el funcionario de subvenciones de un distrito, es la persona más indicada para hablar acerca de los fondos iniciales.

Organizaciones de la comunidad [Community Organizations as a Funding Source]

Los fondos iniciales también pueden solicitarse a organizaciones de la comunidad (iglesias, Vía Unida [United Way]), clubes o casinos de servicio, por ejemplo Mujeres de Negocios y Profesionales [Business and Professional Women], y bancos locales e industrias. Cuando usted solicite fondos iniciales, sea específico acerca de la cantidad de dinero o la clase de apoyo que necesita. Si la organización no está dispuesta a desprenderse del dinero, pídales que le presten un/a mecanógrafo/a, una máquina de escribir, una copiadora o le den consultas gratuitas. La presentación para solicitar fondos iniciales debe ser corta, familiar, específica y presentada a alguien con autoridad para tomar decisions en la organización. Esta presentación puede darle a usted una buena oportunidad para probar sus ideas y obtener dinero y apoyo.

Aunque la tarea de delimitar el número de fuentes que conceden fondos parezca ardua, tiene sus recompensas. Lo que usted aprende ahora aumentará sus oportunidades de obtener fondos tanto en el presente como en el futuro.

Capítulo III

Preparándose para escribir
[Preparing to Write]

Ahora que tiene su idea y algunas guías sobre las posibles fuentes que conceden fondos, es tiempo de refinar los detalles:

Algunas de las preguntas necesarias son:

1. ¿Difiere su idea de la de otros proyectos similares? Si es así, ¿cómo?
2. ¿Tiene usted una base sólida teórica y práctica para su idea?
3. ¿Qué es lo que usted quiere hacer específicamente y cómo concuerda con lo que debe hacer para conseguir la subvención?
4. ¿Puede generalizarse su idea o pueden emplearse fácilmente los resultados?
5. ¿Cuánto tiempo le llevará aproximadamente implementar su idea?
6. ¿Es probable que su idea funcione, a pesar de los impedimentos conocidos?
7. ¿Cuáles son sus planes para la evaluación?
8. ¿Cuánto va a costar?

Cuando usted haya contestado estas preguntas aún no ha llegado el momento de escribir la propuesta.

Solicitudes previas [Preapplications]

A veces se requiere una solicitud previa o carta de intento antes de presentar una propuesta completa. Una solicitud previa de 3 a 10 páginas puede esbozar el proyecto. La solicitud previa por lo general incluye la información siguiente:

Formulario oficial de solicitud [Official Application Form]

- El nombre de la organización solicitante
- El nombre y dirección de la persona encargada del proyecto
- El título del proyecto

Información [Narrative Information]

- Una declaración breve de la necesidad (cuál es el problema y por qué es importante)
- Una declaración breve de los objectivos (qué es lo que usted espera que su proyecto realice)
- Una declaración de cómo se alcanzarán los objetivos

Si usted solicita fondos de una fundación o una corporación, sus oportunidades pueden mejorar si consigue una cita con un funcionario de la agencia que concede los fondos para presentar su solicitud previa personalmente. Las citas a menudo son fáciles de conseguir si usted ha sido presentado por un miembro de la junta de la agencia que concede los fondos o por una persona que haya completado con éxito proyectos costeados por esa agencia en el pasado. Averigüe entre colegas que trabajan en el mismo campo de estudio si ellos conocen a alguien de la fundación o agencia.

Antes de su cita con el funcionario, planee y ensaye su presentación. Trate de anticipar las preguntas que pueda hacerle a usted y prepare sus respuestas. Puede que usted quiera ensayar el papel actuando la entrevista con miembros de su organización.

Puede que le convenga a usted conocer los antecedentes (y las posibles predisposiciones) de los funcionarios del programa o proyecto de una fundación o agencia a quienes usted quiere dirigirse. Usted podría comprobar sus nombres en las guías de los miembros de organizaciones profesionales relacionadas con su responsabilidad (y en el índice de los procedimientos publicados de las asambleas anuales de esas organizaciones para ver cómo han contribuido). Los que tienen experiencia o miembros más antiguos del personal podrían hallarse en tomos biográficos como Quién es quién [Who's Who].

Durante la reunión, sea usted breve, sea sincera y amistosa. Asegúrese de obtener información sobre el proyecto que usted propone y que usted entiende claramente las pautas de la agencia, las restricciones y los límites de tiempo. Si a usted le hacen una pregunta que no puede contestar, dígalo y pregúnteles si puede volver más tarde con la información. Algunas personas sugieren que usted use material audiovisual (mapas, diagramas, fotografías y cintas magnéticas), pero en una reunión corta, pequeña y familiar, estas cosas tienden a dificultar la comunicación de persona a persona.

Durante la reunión recuerde usted que está tratando con personas de sentimientos, simpatías y preocupaciones. Su labor consiste en lograr que estas preocupaciones se dirijan hacia su proyecto.

Cómo establecer la credibilidad
[Establishing Credibility]

Si usted representa una nueva organización o es un individuo que aún no ha recibido fondos, es importante que usted establezca credibilidad. Algunas agencias que conceden fondos pueden vacilar en otorgar dinero a una organización que no haya ya completado con éxito subvenciones o contratos. Es necesario que usted convenza a esas personas de su capacidad. Un modo de hacer esto es establecer un fichero de credibilidad. Este fichero podría ser un cuaderno de hojas sueltas con etiquetas de lengüeta para rápido acceso. Podría incluir:

- vitas de los miembros principales del personal;
- cartas de aprobación
- una copia de publicidad acerca de usted o de su organización
- declaraciones de finanzas sobre los proyectos (una revisión de cuentas hecha por un contador es conveniente)
- folletos que describen su organización
- citas de expertos apoyando el mérito de lo que usted realiza
- una copia de las publicaciones por miembros del personal acerca de la organización o del proyecto

Usted puede llevar consigo su fichero de credibilidad a las entrevistas. Además, las partes pertinentes del mismo deben ser incorporadas en su propuesta.

Otro modo de establecer credibilidad es tener una mesa directiva o un comité de consulta que incluya a líderes de su comunidad y a expertos en su campo de interés. Si estas personas están interesadas en trabajar como miembros del comité de su junta, su ayuda puede ser muy valiosa. Antes de dirigirse usted a los posibles miembros del comité de la junta, cerciórese que usted ha expuesto claramente el papel que usted desea que ellos desempeñen en la organización.

Empleo de asesores [Use of Consultants]

Los asesores pueden ser empleados como personas de recursos y como fuentes de credibilidad. Son especialmente útiles en los aspectos del proyecto para los cuales usted o su organización tienen poca capacidad.

Mientras que en muchos proyectos se emplean asesores para ayudar en los puntos importantes de ejecución de un proyecto, pocas personas parecen aprovecharse de tal habilidad antes de escribir la propuesta. Este es realmente el mejor momento para emplearlos. Si usted espera hasta que el proyecto esté en marcha, se habrán tomado ya muchas decisiones que limitarán las clases de recomendaciones que los asesores pueden ofrecer. Al comprometerlos antes de que la propuesta sea presentada, ellos podrán identificar y ofrecer soluciones a dificultades que usted no había reconocido.

Puede que resulte caro obtener los servicios de un asesor, aunque algunos podrían contribuir sus esfuerzos a cambio de un desempeño futuro si se costea el proyecto. Compruebe el costo de sus servicios. El encontrar un asesor puede ser un impedimento para algunos grupos interesados en presentar una propuesta. Las fuentes de asesores sugeridas incluyen personal de instituciones de enseñanza superior y universidades; personal del departamento de estado; agentes de la extensión del hogar; personal del departamento de bienestar social y salubridad; personal local educativo, incluyendo administradores, maestros, y padres; líderes de organizaciones de servicio público y de la comunidad.

Uso de una lista para la comprobación de datos
[Use of a Checklist]

A este punto en su planeamiento, considere usted el uso de listas para la comprobación de datos que le servirán de ayuda al escribir su propuesta. Las listas ofrecen ayuda a los redactores de propuestas principiantes (y a los experimentados), sirviéndoles de guías para lo que debe incluirse en la propuesta. Hay dos tipos de listas para la comprobación de datos. La primera, de uso más frecuente, es la corriente compuesta de datos como: "¿Conduce la declaración del problema lógicamente a la declaración de los objetivos del programa?" Este tipo de lista puede ser usada por muchas personas que escriben una variedad de propuestas. Aunque hay muchas listas corrientes para la comprobación de datos, todas tienen cosas en común. La que sigue es una lista para la comprobación de datos que ha resultado útil para escribir propuestas.

Lista general para la comprobación de datos
[General Checklist]

Antes de preparar la versión final de su propuesta, compruébela con esta lista.

1. _____ ¿Ha identificado usted cuáles son las necesidades y quiénes se van a beneficiar?
2. _____ ¿Comprometió la determinación de las necesidades a aquéllos afectados directa e indirectamente?
3. _____ ¿Ha citado usted evidencia suficiente para apoyar su pedido?
4. _____ ¿Ha fijado usted metas realistas?
5. _____ ¿Ha definido usted claramente su problema?
6. _____ ¿Ha escogido usted la mejor solución al examinar las posibles alternativas?
7. _____ ¿Se limita su propuesta a la idea central y evita las digresiones?

8. _____ ¿Ha comprobado usted la ortografía, uso gramatical y prolijidad del texto?

9. _____ ¿Ha contestado usted a las preguntas qué, por qué, cuándo y por quién en su propuesta?

10. _____ ¿Ha incluido usted todos los documentos necesarios para apoyar su caso?

11. _____ ¿Ha provisto usted información para apoyar la credibilidad de su organización o la suya propia?

12. _____ ¿Ha sugerido usted como va a continuar el programa después de que se acabe la subvención?

13. _____ ¿Han firmado la propuesta las personas apropiadas de su organización?

(Departamento de Trabajo de los EE.UU., 1975.)
[U.S. Department of Labor, 1975.]

El segundo tipo de lista para la comprobación de datos por lo general es desarrollada por el que escribe la propuesta para una agencia específica que concede fondos y está basada en los criterios específicos para la evaluación provistos por esa agencia. Los criterios para los programas federales se publican en el Registro Federal [Federal Register] mientras que las pautas de otras agencias que conceden fondos se encuentran en una variedad de fuentes. Generalmente, cuando usted le indica a una agencia que está interesado en presentar una propuesta, esa agencia le proporcionará sus criterios de evaluación. Después de recibir los criterios, usted puede desarrollar su lista para la comprobación de datos. Por ejemplo, el Registro Federal del 28 de junio de 1977 tiene varias páginas de criterios para ser empleados en la evaluación de propuestas presentadas al programa de la Ley de la Equidad Educativa para la Mujer [Women's Educational Equity Act]. De esos criterios podría hacerse una lista tal como la siguiente:

LISTA PARA LA COMPROBACIÓN DE DATOS
[WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM CHECKLIST]

CRITERIOS	PUNTOS	% DEL TOTAL
I. Cualidades del solicitante		
_____ a. Experiencia del solicitante pertinente a la equidad educativa de la mujer	10	4.5
_____ b. Experiencia del solicitante pertinente a los focos programáticos	10	4.5
_____ c. El modelo del personal del proyecto y de la organización solicitante evidencia observancia de la equidad educativa para la mujer, incluyendo a mujeres de grupos minoritarios	15	6.8
_____ d. Experiencia del director del proyecto y del personal pertinente a la equidad educativa para la mujer	10	4.5
_____ e. Experiencia del director del proyecto y del personal pertinente a las actividades de programación.	10	4.5
_____ f. Dedicación del solicitante al éxito del proyecto	10	4.5
_____ g. Capacidad del solicitante para dirigir el proyecto (incluyendo facilidades y recursos)	10	4.5
	75	34.0%
II. Necesidad e impacto		
_____ a. Necesidad crítica identificada	10	4.5
_____ b. Los resultados tienen la posibilidad de ser utilizados como modelo en todo el país o grupos de población	10	4.5

_____	c. Comprensión de las metas, valores y prioridades de grupos especiales	15	6.8
_____	d. Procedimiento de validación bien diseñado	10	4.5
_____	e. Vías para la difusión y la utilización	10	4.5
		55	25.0%
III. Plan de operación			
_____	a. Objetivos factibles, calculables	15	6.8
_____	b. Evaluación adecuada de las actividades	15	6.8
_____	c. Diseño administrativo incluyendo el proceso de tomar decisiones y las razones fundamentales	15	6.8
_____	d. Contribución de practicantes, teóricos, posibles participantes y de la comunidad	15	6.8
_____	e. Presupuesto razonable, justificado	10	4.5
		70	32.0%
IV. Ubicación geográfica del proyecto		20	9.0
			100.0%

En esta lista para la comprobación de datos, usted puede ver los criterios específicos que se emplean para la evaluación, y la importancia dada a cada criterio. Una lista como ésta le ayuda a tener presente lo que los revisores van a buscar. Si ellos van a poner un mayor énfasis en las cualidades de un solicitante, entonces su propuesta también debe hacerlo.

Ambos tipos de listas pueden y deben ser empleadas juntas. Una le dará una comprobación de los datos generales importantes mientras que la otra le dará una comprobación de los datos específicos exigidos por la agencia que concede los fondos.

Usted puede usar listas para la comprobación de datos de varias maneras:

1. A medida que se escribe cada sección de la propuesta, compruebe la sección comparable de la lista, por orden.
2. Después de haber escrito una versión preliminar de la propuesta, compárela con la lista, punto por punto.

Como quiera que usted use las listas para la comprobación de datos, cerciórese que usted comprueba (en el espacio provisto) cada parte de la lista que describe una sección de su propuesta. El leer la lista y "sentirse segura" de que todo está cubierto no es un método seguro. Se necesita una comprobación cuidadosa para asegurarse de que todas las partes importantes de su propuesta están allí. Su éxito en obtener subvenciones depende de la atención sistemática que usted le presta a los puntos que a usted le interesan y, en particular, a las necesidades de la agencia que concede los fondos.

En las siguientes páginas hemos reimpreso las disposiciones de 1978 que rigen el Programa de Ley de Equidad Educativa para la Mujer [Women's Educational Equity Act Program]. Las anotaciones serán de utilidad para los usuarios. Dichas disposiciones son similares a las de otras agencias federales. Rogamos notar que tales regulaciones corresponden al ciclo de fondos de 1978-79; por lo tanto, no se hallan en vigencia. Las nuevas disposiciones para el Programa de Ley de Equidad Educativa para la Mujer están en vías de desarrollo en la actualidad. Para obtener una copia de las nuevas regulaciones y del paquete de solicitud de subvenciones, diríjase a: Dr. Leslie Wolfe, Director, WEEAP, 400 - 6th Street, S.W., Washington, D.C. 20202.

Las prioridades establecidas para las nuevas subvenciones del Programa de Ley de Equidad Educativa para la Mujer son:

1. Proyectos modelo sobre el cumplimiento del Título IX (tanto del texto como del espíritu de la ley).

2. Proyectos modelo sobre la equidad educativa para las mujeres de minorías raciales y étnicas.

3. Proyectos modelo para la equidad educativa de las mujeres incapacitadas.

4. Proyectos modelo para influir sobre los encargados de política y administración educativa.

5. Proyectos modelo para eliminar las barreras que aún persisten en la equidad educativa (por ejemplo: educación vocacional, administración educativa, educación física).

6. Otras actividades autorizadas.

OBSOLETE

federal register

~~TUESDAY, JUNE 28, 1977~~

PART IV

Critical words are circled such as must, require, shall, and dates, amounts.
Important items are underlined
and important passages are [bracketed.]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OBSOLETE

Office of Education

■

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

NOTE Read "Comments" and "Responses" to get a "feel" for program philosophy or position on various points. The OFFICIAL or FINAL Rules/Regs. start on p. 33009 or p. C-5 of the packet.

BEST COPY AVAILABLE

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 160f—WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY: Office of Education (OE) HEW.

ACTION: Final regulations.

SUMMARY: This document amends the regulations as required by the Education Amendments of 1974 to simplify the language, simplify the preapplication process, eliminate priority areas for general grants and adjust evaluation criteria and the basis for award decisions.

EFFECTIVE DATE: Pursuant to section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions thereof concerning congressional action and adjournment.

FOR FURTHER INFORMATION CONTACT:

Dr. Mary Jane Smalley, U.S. Office of Education, Room 2145, 400 Maryland Avenue SW., Washington, D.C. 20202 (202-245-2181).

SUPPLEMENTARY INFORMATION:

Background.

The Women's Educational Equity Act Program is a discretionary program in the Office of Education authorized by the Education Amendments of 1974, Pub. L. 93-380, with a stated purpose to provide educational equity for women. This is defined in the regulation as including both the elimination of inequity which prevents full and fair participation by women in educational programs and in American society generally and the achievement of responsiveness by educational leaders and other personnel to the special educational needs, interests, and concerns of women arising from inequitable education policies and practices.

The Act authorizes activities at all levels of education: Preschool, elementary and secondary education, higher education, and adult education. The Act provides likewise for an extremely broad range of program activities: The development, evaluation, and dissemination of curricula, textbooks, and other educational materials; training for educational personnel; research and development; guidance and counseling activities; educational activities for adult women; educational programs for women in vocational education; career education, physical education, and educational administration.

Both grants and contracts may be awarded in the areas listed above. In addition to general grants in these areas, the statute authorizes a program of small grants, not to exceed $15,000, in order to support innovative approaches to the achievement of educational equity for women. In the first year of program operation, contracts were awarded for two major national activities: technical assistance in the implementation of Title IX of Pub. L. 92-318 and a communications network to provide a wide range of information services to individuals and institutions.

The law specifies that public agencies, private non-profit organizations, and individuals are eligible for awards under the program.

Public Response to the Notice of Proposed Rulemaking

In contrast to the large numbers of comments received on the Advance Notice of Proposed Rulemaking published on October 21, 1976 (41 FR 46576-78), only eight written comments were received on the Notice of Proposed Rulemaking. Hearings were conducted in ten locations across the country. They were generally well attended (a total of 350 persons) and provided an opportunity for extensive dialogue between the Office of Education and participants. Two issues were raised quite frequently: (1) The unrealism of the deadlines for preapplications and applications, and (2) the disastrous effect of making grant awards as late as September or October to projects which work in or with educational systems. Neither can be remedied in the regulation. The Office of Education plans to address them in administering the program. Some formal comments on the regulations were made at the meetings and are considered with the written comments in this preamble. The National Advisory Council on Women's Educational Programs reviewed the proposed rule and provided its comments in writing to the Commissioner.

The overall reaction to the regulation was that it was a substantial improvement over the regulation used in the first year of the program. Commenters praised the increased flexibility, the elimination of priorities, reduction of jargon, addition of definitions, and simplification of the preapplication process.

The following specific comments were made either in writing or at the hearings. After the summary of each comment, a response follows stating changes which have been made in the regulation, or the reasons why no change is deemed appropriate. The comments appear in the order of the sections of the final regulation. There are no significant differences from the Notice of Proposed Rulemaking which was published in the FEDERAL REGISTER on April 1, 1977 (42 FR 17700-11).

General

Comment. Concern was expressed about the difficulty in coping with Government regulations and forms for persons and organizations which have had no previous experience. Although the WEEA regulation was commended for its improvement over the previous regulation in this regard, some commenters indicated that the problem still exists. One commenter asked that the regulation be simplified into one page. Another commentor recommended various outreach efforts to reduce fear of the application process and commended the regional hearing in which the comment was made for helping to do just that. One commenter differed in attitude to the regulation and the criteria and described herself as a "satisfied customer," though by no means a professional grantsperson.

Response. Several steps have already been taken to respond to these concerns. First, the revision of last year's regulation was deemed imperative, though it meant a late announcement of the competition, minimum time before application deadlines, and no awards possible before September—all serious issues. Secondly, hearings were conducted at ten locations throughout the country and were judged helpful in providing technical assistance. In addition, other efforts to deal more specifically with the problem are currently being planned to enable persons to work with regulations with greater ease. At the hearings, persons working for educational equity for women repeatedly made requests for assistance to gain expertise in both project and application development.

Section 160f.1(e) Textbooks and Curricular Materials

Comment. One commenter noted that this paragraph had been altered slightly in punctuation and wording. Although advised by legal counsel that the revision did not change the substance, the commenter requested confirmation in the preamble that the change was technical only, was not meant to be substantive, and should not be interpreted as signifying a dilution of the provision's original intent.

Response. The commenter is absolutely correct. The change was solely editorial and has no impact on the intent or meaning of the statement.

Section 160f.2 Definitions

Comment. One commenter asked for clarification between "target population" and "population groups."

Response. A definition of "target population" was included in § 160f.2 of the regulation. Population groups are defined in § 160f.3(d) where the regulation states that a project may focus on the approach to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian). "Target population" appears in §§ 160f.7(c)(2)(ii)(B), 160f.8(c)(2)(iii) and (3)(ii); "Population group(s)" appears in §§ 160f.3(d), 160f.8(c)(2)(iii) and (3)(iii), and 160f.10(a)(2)(i)(B) and (ii).

Comment. One comment indicated that the use of "validation procedures" in the regulation is difficult for persons not familiar with such terminology.

Response. A definition of validation as it is used in the WEEA Program has been added. It includes both a general and a more technical description.

This was given as an important reason why some prior projects were NOT funded

SECTION 160f.3 NATURE OF PROJECTS

Comment. Several commenters welcomed the use of a synonym for "capacity building." With two exceptions, the continuation of the concept was endorsed by all who commented. One commenter questioned whether any model can be replicated and whether anyone will ever use anyone else's materials. One comment raised the issue of continued advisability of emphasizing "products" with a potential "future impact" instead of supporting projects likely to have a broad immediate impact, regional or nationwide.

Response. Projects likely to have a broad immediate impact, regional or nationwide, would appear to meet the requirements for the "development of model programs and products." In view of the scope of the Act, the extent of the need, and the limited funds available, the Office of Education is not prepared to change this policy in order to provide assistance funds for the benefit of individuals and local groups. No change has been made in the regulation.

ALWAYS KEEP DISSEMINATION IN MIND; It is required in CFR 100a.26

Comment. A number of commenters addressed the issue of dissemination. They cited the priority it must be given in this program if national needs in the area of educational equity for women are to be met and if the purpose of the program requirement for the development of model programs and products which can be used in other places is to be fulfilled.

One commenter requested the addition and clarification of information on the role and responsibilities of the grantee and of the Office of Education regarding dissemination.

Response. The importance of dissemination is well understood. A contract to manage the dissemination of programs and products developed under WEEA has been issued. A reference to it appears in § 160f.14(b)(3). References to "applicants and others" have been deleted in §§ 160f.8(c)(3)(v) and 160f.10(a)(2)(iii)(B).

SECTION 160f.5 DURATION OF PROJECTS

Comment. A few commenters asked why all the grants were not multi-year awards. Two reasons for the comment were given: the need to provide greater opportunities for new people to start new things as well as the fact that projects concerned with the deeply embedded beliefs and practices related to sex bias require time to develop and test.

Response. The policy decision that a substantial proportion of the awards would be for single-year projects was made to ensure that new funds would be available in subsequent years to start new projects. The encouragement of one-year projects also reflects recognition by the Office of Education that many individuals and organizations had already been doing excellent work in educational equity for women and WEEA funds for one year might complete these efforts and make their results available as quickly as possible. The demand for quick, demonstrable results comes from people throughout the country as well as from the Congress, the Department, and other officials in the Executive Branch.

SECTION 160f.7 PREAPPLICATIONS

Comment. Many commenters endorsed the three-page preapplication and simplified information required. One comment questioned the validity of using the preapplication process unless all applicants are required to use it as a condition for submitting an application. Several commenters expressed negative views on the preapplication, its usefulness to applicants, and its costs to the Government.

Response. The policy of the Department of Health, Education, and Welfare presently does not allow the Office of Education to reject or prejudice an application if it is submitted on time for a published closing date for applications solely because the applicant did not previously submit a preapplication. Nor does the Department of HEW permit the rejection or prejudice of an application if the preapplication was considered to lack potential to compete successfully with other applicants. Within these constraints, the Women's Program Staff responsible for this program found last year that most applicants did use the preapplication process and did follow the advice about whether or not to submit a full application. Some applicants who did not submit preapplications and some who were not encouraged to submit an application did submit applications, and some of both types were funded. The Commissioner believes that the purposes of the preapplication process, so heavily endorsed by the public in the comments received last fall on the Advance Notice of Proposed Rulemaking, can still be achieved within the present constraints.

All previous commenters have viewed the preapplication process as a method to save resources for applicants as well as for the Government. The Commissioner will consider the new comments in decisions for future years about using the preapplication. No change has been made in the regulation. It does not require preapplications, but only describes the conditions which apply in any fiscal year if the Commissioner exercises the option to include use of the preapplication in the competitive process.

On the basis of this year's experience, the final regulation provides that the program narrative of a preapplication may not exceed five pages.

SECTIONS 160f.7(d) AND 10 EVALUATION CRITERIA)

Comment. In general, most commenters expressed the view that the evaluation criteria were clear and would reasonably measure factors important to the success of projects in this program.

Several commenters, however, believed that too many points were assigned to the previous experience in educational equity for women either of the applicant or of the proposed director and staff. One comment noted that this practice would defeat the purpose of the Act "because not that many people or institutions can have experience at this time." Other commenters expressed the view that the emphasis on previous experience, in addition to the quantity of one-year-only projects, made it impossible for new people with new ideas to compete successfully. One commenter said that the weight given to applicant qualifications placed school districts at a competitive disadvantage and denied them the opportunity for staff development. One commenter stated that the points awarded for applicant qualifications were particularly out of balance to the minimal weight given to evaluation, a very important element in the success of the project and of the national program.

Other commenters took the opposite view: that people and organizations which have been working for a number of years in this field would be more efficient and therefore more productive and should be rewarded for previous efforts by this program.

Response. The number of points awarded for previous experience in educational equity for women of the applicant and of the proposed director and staff is consistent with the program's major goal of developing and disseminating model programs and programs which are tested for effectiveness. Logically, the program must seek the most competent and committed applicants and personnel to undertake such tasks.

The weight given to these factors is also consistent with the advice which has been received in the Office of Education since the early formulation of the WEEA Program emphases. Individuals and organizations have repeatedly recommended that previous efforts in educational equity for women be considered.

Applicants and personnel who are inexperienced in this area are not excluded from competition. Applications may obtain high scores, despite weaknesses in experience, if the application is strong in the many other factors which are considered in the evaluation criteria.

Comment. One comment identified an area of concern regarding the evaluation of applicant qualifications by reviewers. The commenter recommended that every effort be made to eliminate stereotypes of professional fields or disciplines, stating: "Some professional fields which have historically been composed mostly of women have had to battle such subtle and unrecognized forms of discrimination associated with stereotyping. We are not asking that special consideration be given any field. We encourage special efforts to see that stereotypes do not get in the way of accurate interpretation of information in proposals."

Response. The point is well taken. In the future, the instructions to reviewers will include a reminder to them to be alert to possibilities of such stereotyping and to honor fully the diversity of approaches to educational equity for women which is recognized by the program regulation.

Every effort is made to obtain knowledgeable reviewers who are sensitive to aspects of discrimination and stereotyping in this field. Under the Office of Edu-

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cation's procedures for the review of grant applications, reviewers must score applications in accordance with priorities and critera, explanations and instructions, and solely on the content in the application. Further, the reviewers are to score solely on the basis of their best judgment and to the degree to which the application meets the criteria.

No changes have been made in the regulation on the number of points awarded for applicant qualifications.

Comment. Two respondents objected to the proposed criterion for review of applications in § 160f.10(a)(vi). The criterion concerns the applicant's commitment to the project, through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant. The respondents argued that (1) the level of cost sharing is not relevant to an applicant's qualifications; (2) the criterion sought to do indirectly what the Government could not do directly; i.e., influence indirect cost rates; and (3) cost competition is inconsistent with the purpose of grants because it gives an unfair advantage to wealthier institutions.

Response. The sole purpose of the subject criterion is to permit consideration of an applicant's commitment to the project. OE has found this to be an important ingredient in predicting a project's success. Moreover, cost sharing is not the only measure of the applicant's commitment to the project. An applicant which proposed no financial contribution to the project could still earn the maximum number of points assigned to this criterion by demonstrating procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant.

Further, funds available for the program are severely limited. Under these circumstances it is entirely appropriate in weighing equally meritorious applications to consider and give some weight to the Department's share of the costs and therefore the number of projects that can be funded. If a wider variety of projects can be supported, the Federal assistance has potential for a greater impact in carrying out the program's purposes.

In order to make it clear that the ability to cost share is not one of the applicant's "qualifications," the subject criterion has been deleted from § 160f.10(a)(1) Applicant Qualifications and inserted in § 160f.10(a)(2) Need and Impact. Also, the objection to language designed to influence indirect cost rates is well taken. No such intent is expressed in the final rule.

Comment. Several comments addressed the issue of geographical distribution of awards in § 160f.10(a)(4): Were there State allocations? Why did so many awards go to the South and West last year? Will funds be available on a regional basis as last year or is it going to where the best request comes from?

Response. There are no State or regional allocations. The law requires "appropriate" geographical distribution, but not any specific distribution according to population. The "South" and the "West" did not receive a disproportionate number of grants last year.

The provision in the regulation states that up to 20 points may be awarded in order to have an appropriate geographical distribution of project awards. If an application receives a low score, however, the addition of 20 points based on geography would not bring it into the competitive range. No change has been made in the regulation.

SEC. 160f.12 GENERAL GRANTS

Many commenters endorsed the elimination of priority areas. One commenter, however, did not understand how the program could have changed its plans after publishing the Advance Notice of Proposed Rulemaking last October which identified the preschool level and rural and minority populations as proposed priorities. One comment expressed understanding of the rationale for not identifying rural populations as a program priority but expressed concern that in all areas of program decisions, particularly dissemination, attention should be given to the special problems of rural areas. The commenter also noted that the HEW regional offices are all in urban areas and do not always communicate adequately with their rural constituents.

One commenter asked if all projects had to focus on poor, rural, or minority women, an impression the person has received from the description of projects in last year's annual report.

Several commenters expressed concern that with no priorities, the program gives no credence to the fact that educational equity for women impacts on different women in different ways. A comment recommended that the program set priorities on the needs of some women.

One comment repeated its recommendation submitted last December in response to the Advance Notice of Proposed Rulemaking which strongly endorsed the identification of priorities for WEEA and recommended sports, textbooks, dissemination, incentives for change, and minority and rural populations.

One commenter recommended that priority be given to women over 40, post high-school graduates, and average women. Other commenters recommended that the program should provide funds to help women in need instead of giving grants to higher education. A comment recommended that the grant program be reduced and that more contracts should be awarded for specific projects which the Government identified as most necessary.

Response. Although support for the elimination of priorities this year was substantial, an absence of unanimity regarding the establishment of priorities in this program continues. No change has been made in this final regulation to impose priorities for fiscal year 1977. The kinds of applications received this year will be analyzed carefully by the Office of Education and by the National Advisory Council on Women's Educational Programs. As a result of this analysis, a decision will be made regarding this issue for fiscal year 1978. The final regulation provides for the possible publication of priorities in an Appendix on the basis of annual decisions.

Although applications addressing special population groups based on race, ethnic origin, age, socioeconomic status, or residence do not receive additional points, there is a specific provision in § 160f.3(d) for applicants to develop projects which focus on one or more of these groups. The program has not set priorities on the needs of different girls and women. The degree of need and potential impact of projects are elements in the evaluation criteria for all applications, and in this way the factor of relative needs among groups may be considered.

The Advance Notice of Proposed Rulemaking invited public comments before a rule was formally proposed. The Office of Education did not go forward with its proposal for three new priorities on the basis of those public comments. An analysis of the comments and the rationale for the decisions ultimately made were described in some detail in the preamble to the Notice of Proposed Rulemaking. The change was surprising to some, like the commenter who did not understand how the three proposed new priorities could disappear. If the process of public discussion of issues before a rule is proposed is honored, however, the results must not be predetermined.

Some of the recommendations for a priority to provide funds to address the most urgent needs of women would not meet the program requirement for the development of model programs and products. The amount of funds available to the WEEA Program precludes the provision of direct services and benefits to individuals and groups throughout the country who need help. Further, this program provides educational equity for women and cannot address all the needs which women have related to health, legal rights, credit, transportation, child care. It cannot support projects to provide equity in areas outside education where inequities exist.

The Office of Education will continue to identify areas which are not being covered in the grant program, or which cannot be covered there, and will issue contracts.

No change has been made in the regulation regarding general grants.

SECTION 160f.13 SMALL GRANTS

Comment. Several comments were made on the small grant program. With one exception, they continue to be positive. A comment recommended that the small grant program continue the requirement that projects develop model programs or products and not be designed primarily to provide direct services or benefits to individuals or groups. Commenters asked whether small grant applications are subject to the application requirements for general grants and whether the dissemination contract will serve small grants also.

A commenter did question the validity of small grants, since they seemed to differ from general grants only in the amount of money. An alternative suggested was the support of WEEA coordinators in the Regional Offices of Education or in the State departments of education. The commenter recommended a study in the cost efficiency of small grants compared to general grants.

Response. Small grants must meet the same application requirements and are reviewed by the same evaluation criteria as general grants. Appropriate consideration to the scope and amount of the proposed award ($15,000 or under) is made. References to this factor appear in §§ 160f.8(d) and 160f.10(c). The contract for dissemination covers small grants.

The Office of Education is following the progress of small grants, which are specifically mandated in the authorizing legislation. To date, the indicators are promising. Most commenters have praised small grants and recommended that their number be increased. WEEA Program funds could not be used to pay salaries of Federal employees working in Regional Offices of Education. Because of the three year authorization of the Women's Educational Equity Act and its designation as a demonstration program, the support of positions in all State Departments of Education would not be appropriate.

No change has been made in the regulation.

SECTION 160f.15 ALLOWABLE COSTS

Comment. Two comments objected to the inclusion of specific provisions regarding allowable costs in proposed § 160f.15. The comments expressed the view that some of the provisions merely restated in different words general OMB, Department, and Office of Education cost policies, while others were at variance with the general policies. The comments recommended that the final regulation merely cross-reference the general cost principles.

One comment suggested that a ceiling of 20% be placed upon indirect costs so that a greater proportion of funds could be used for product development and dissemination. Another asked that a summary of provisions on indirect costs be included.

Response. No change has been made in the regulation. The regulation already does cross-reference general cost policies of the Office of Education (which reflect the OMB and Department policies) in § 160f.15(a). However, a limited number of specific provisions on costs are set forth in § 160f.15(a) for the purpose of providing additional guidance to applicants. Many applicants under this program, including individual persons and informal nonprofit groups, are inexperienced in Federal grant matters. The subject provisions relate to specific cost items on which there are recurring questions and serve to give extra guidance to these persons and groups. With respect to the items concerning depreciation and use allowances and memberships, subscriptions, and professional activities, § 160f.15(a) requires specific approval for inclusion of these items. (The general cost principles do not require specific approval.) Specific approval is required because of the very limited funds available for the program. The Commissioner deems it important to maintain some control over the extent of these costs in specific projects. Absent the requirement for prior approval, it is possible that substantial funds would go for these activities which would not directly further the purposes of the program. As a result, the potential program impact would be diluted.

With respect to the issue of limiting indirect costs, uniform rates for these costs are established in negotiations by Department representatives with award recipients. Individual programs are not free to establish by regulation separate limits on these costs. Indirect costs are summarized in the appendices to the OE General Provisions regulation (Subchapter A of this chapter, 45 CFR Parts 100, 100a, 100b) and in supplementary materials issued by the Department. Applicants interested in obtaining these materials may write to the Women's Program Staff at the address given above.

In addition to the changes noted above, a number of typographical and editorial changes have been made.

(Section 408 of the Education Amendments of 1974 (Pub. L. 93-380), as amended by section 501(a)(8) of the Education Amendments of 1976 (Pub. L. 94-482).)

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalog of Federal Domestic Assistance No. 13.565, Women's Educational Equity Act Program.)

Dated: June 3, 1977.

START FINAL REGS.

ERNEST L. BOYER,
U.S. Commissioner of Education.

Approved: June 21, 1977.

JOSEPH A. CALIFANO, Jr.,
*Secretary of Health,
Education, and Welfare.*

Sec.
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AUTHORITY: Sec. 408, Pub. L. 93-380 (20 U.S.C. 1866)

§ 160f.1 Scope and purpose.

(a) *Scope.* The regulations in this part govern projects awarded with funds appropriated under the Women's Educational Equity Act of 1974, section 408 of Pub. L. 93-380, or with funds made available for expenditure under the Women's Educational Equity Act pursuant to the Special Projects Act, as enacted by section 402 of Pub. L. 93-380.

(20 U.S.C. 1866 and 1861.)

(b) *Purpose.* The purpose of the program carried out under this part is to provide, through grants and contracts, educational equity for women in the United States.

(20 U.S.C. 1866 (c) and (f).)

(c) *Other pertinent regulations.* (1) *Grant awards.* Grant awards under this part, including awards to individuals, are subject to applicable provisions contained in subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters, 45 CFR Parts 100, 100a et seq.).

(2) *Contract awards.* Contract awards under this part, including awards to individuals, are subject to applicable provisions contained in 41 CFR Chapters 1 and 3.

(20 U.S.C. 1866.)

WEEA HAS BOTH GRANTS AND CONTRACTS; THIS PACKET IS FOR GRANTS

(d) *Participation by men; nondiscrimination.* (1) Award recipients may not discriminate on the basis of sex in employment or in the admission of participants to training, validation, or other activities funded under this part.

(2) The selection of persons to participate in training, validation, and other activities funded under this part must be based upon criteria which measure the extent to which the persons:

(i) Will benefit from the activities; and

(ii) Can contribute to the project's purposes.

(20 U.S.C. 1866.)

(e) *Textbooks and curricular materials.* Nothing in this part shall be interpreted as requiring, prohibiting, or abridging the use of particular textbooks or curricular materials.

(20 U.S.C. 1866(d)(1)(A); 20 U.S.C. 1232a.)

§ 160f.2 Definitions.

As used on this part: (a) "Act" means the Women's Educational Equity Act of 1974, section 408 of Pub. L. 93-380.

(20 U.S.C. 1866.)

(b) "Capacity building" or "development of model programs and products" means that projects develop model programs and products to be used by organizations, agencies, and individuals other than the award recipient and thereby have a substantial national impact in furthering the purpose of providing educational equity for women.

(1) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) The use of the word "national" with the development of model programs and products (or capacity building) does not mean that all school systems, or

all adult women, or all institutions of higher education in the Nation must be able to use the programs or products developed. Section 160f.3(d) explicitly authorizes projects which focus on one or more diverse population groups. "National" is used primarily to make a distinction from purely local projects. Examples of target populations for projects which would contribute to national capacity are: administrators of urban school systems, employers and counselors who work with adults entering the job market in rural areas, directors of women's centers, teachers at the elementary level, rural educators in the Southeast, State directors of vocational education, and curriculum specialists for bilingual projects in the Southwest.

(3) While a number of education programs use the term "capacity building" to refer to the use of Federal funds as seed money to build the capacity of a recipient institution to change or reform itself and thereby respond to national priorities, those kinds of programs are often characterized by limitation to only one or two types of applicants, for example, only local educational agencies or institutions of higher education, or by limitation to one level of education, such as postsecondary education. On the other hand, the Women's Educational Equity Act (WEEA) Program authorizes activities at all levels of education and permits all public agencies, nonprofit organizations, and individuals to compete for funds. Further, there are few models presently available to the thousands of institutions and agencies which are undertaking certain changes either because of the effect of Title IX or because of other factors, such as the desire of certain institutions to meet the needs of new kinds of students. The WEEA program, therefore, is building capacity at the national level to respond to needs throughout the country. The program emphasizes those aspects of program operations which can produce evidence of effectiveness so that the results can be disseminated for use in many institutions and agencies.

(4) Examples and an indication of whether they meet the program requirement may be useful. An application from a school system for the purpose of training its own administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex would not meet the requirement for capacity building or development of model programs and products. An application to develop and test a program for training administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex with plans for field testing in school systems and a plan for dissemination through school associations is an example of capacity building. The objective of the first is the training of several hundred administrators, teachers, and counselors to benefit a specific school system. The objective of the second is to develop and test a model program so that it can be made available to others who need it. In the school systems where it is tested, the administrators, teachers, and counselors who participate in the validation would receive benefits as an indirect effect.

(5) A second example would be an application to establish a Women's Center to provide and coordinate activities affecting educational equity for women and to develop a more extensive program to meet the needs of adult students at a particular institution. Such an application does not meet the requirement for capacity building, since it is designed to serve a particular institution. Applications addressing aspects of the operations of women's centers which are being researched, developed, or analyzed for the use of many similar centers could meet the requirements of capacity building. One may use the test of how the need is expressed to determine whether the program's requirement would be met. For example, in the first, the institution needs a better women's center. The project would meet the institution's and its individual client's needs. In the second, there is a need to learn what structure, activities, or personnel in women's centers are most productive and cost-effective. The project meets the need to solve a problem affecting many institutions. Again, side benefits may occur within a project for the individuals involved.

(6) A third example is an application to provide funds for the special costs of an existing program to train and place 12 unemployed adult women. The measure of effectiveness would be the completed training and successful placement of the 12 persons. This would not be an effort to develop national capacity building.

(7) Scholarships and fellowships to serve the needs of an individual would not qualify, nor would the construction of facilities for athletics, for example, be permissible.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) "Council" means the National Advisory Council on Women's Educational Programs established pursuant to subsection (f) of the Act.

(20 U.S.C. 1866 (c) and (f).)

DEFS.

(d) "Educational equity for women" means:

(1) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(2) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(3) Educational equity for women involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new stereotypes for men and women.

(e) "Elementary school" means a day or residential school which provides elementary education, as determined under State law, and "Elementary school level" means the educational level at which elementary education is provided, as determined under State law.

(f) "Local educational agency" or "LEA" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(g) "Man" or "men" may include, as appropriate, boys.

(h) "Nonprofit," as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations no part of the net earning of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

(i) "Public agency" means a legally constituted organization of government under public administrative control and direction, including Indian tribes which exercise municipal functions, but does not include agencies of the United States.

(j) "Secondary school" means a day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12, and "Secondary school level" means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(k) "Sex role socialization" refers to the differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.

(l) "Sex role stereotypes" involve assumptions that females or males, because they share a common gender, also share common abilities, interests, values, and/or roles.

(m) "Socialization" is the process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological

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roles as adults. Much of adult socialization is subtle and unnoticed because it consists of continued reinforcement for already learned roles. In situations where the learning of new roles or skills is necessary, adult socialization may become extremely focused and explicit.

(n) "State educational agency" or "SEA" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(o) "Target population" means the persons for whose needs the project is designed, with whom the project is validated (tested) and among whom are found the future users of the model program or product.

(1) The target population may include both intermediate and ultimate beneficiaries or solely ultimate beneficiaries.

(2) For example, in a project designed to develop a retraining program for high school counselors in techniques and procedures for providing sex fair counseling for use by counselors across the country, the target population is high school counselors, the intermediate beneficiaries. The ultimate beneficiaries are high school students across the country. In the same type project designed for use by high school counselors of native American youth, the intermediate target population is still high school counselors but the ultimate target population is native American high school youth.

(3) Another example would be a program designed for adult women who desire to reenter the labor force or continue their education. The target population is adult women. Adult women are the population upon which the program is validated, and they are the ultimate beneficiaries. There may be no intermediate beneficiaries. If the project were designed for employers and counselors of adult women, the employers and counselors would be the intermediate beneficiaries and the adult women the ultimate beneficiaries.

(p) (see page 6a)

(q) "Woman" or "women" may include, as appropriate, girls.

(20 U.S.C. 1866.)

(p) "Validation" means testing or trying out materials and programs with persons similar to the users for whom they are designed. It is a process that takes place while a program or product is being developed. It has two purposes: to identify problems which should be corrected in subsequent versions and to assess effectiveness. The terms field-testing or pilot-testing are also sometimes used.

(1) Since the WEEA Program is supporting projects that are developing model programs and products to be widely used by others with similar needs, populations, level of education, and the like, the question to be answered by validation is: "How sure (certain) are we that programs and products are truly doing what we said they would do (validity) and that they do what we say they do consistently (reliability)?"

(2) This is not easy to answer, and validation is a strenuous, exacting procedure or set of procedures planned from the inception of the project and involving such things as sample populations, pre-post tests, statistical analysis, control groups.

(3) The results of sound validation usually indicate under what circumstances and with whom the programs or products can be used and with what degree of certainty and consistency the same original results will be obtained.

§ 160f.3 Nature of projects to provide educational equity for women.

(a) *General.* (1) Educational equity for women, as used in this part, means:

(i) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(ii) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(2) Educational equity for women, as used in this part, involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new sterotypes for men and women. NOTE

(b) *Capacity building: development of model programs and products.* (1) (i) Projects supported under this part must contribute to capacity building in the area of educational equity for women, as defined in § 160f.2.

(ii) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) Projects supported under this part may not develop products which are so expensive to use or adopt that extensive dissemination will be inhibited.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) *Approaches to educational equity for women.* Each project funded under this part must be designed to develop model programs, materials, or other products in order to promote educational equity for women in one or more of the following ways:

(1) *Focus on systemic change.* The elimination of those elements of sex role stereotyping and sex role socialization in educational institutions and agencies which separately and together limit over time the aspirations, experiences, and options of women and men for full participation in American society;

(2) *Focus on institutional change.* Assistance in the process of eliminating discriminatory policies and practices in educational agencies, organizations, and programs which may be contrary to Federal statutes, executive orders, or regulations; or

(3) *Focus on supplementary activities for individuals.* The provision of special educational activities and support services designed to overcome limitations on the opportunities of women resulting from past or continuing discrimination, sex role stereotyping, or sex role socialization.

(20 U.S.C. 1866; Committee on Education and Labor, Hearing on H.R. 208, July 25, 1973, pp. 4–6; S. Rept. No. 763, 93rd Cong. 2d Sess. 78–79 (1974))

(d) *Diverse approaches to educational equity for women among various population groups.* (1) In recognition of the diverse approaches to the provision of educational equity for women among different groups, projects funded under this part may focus on approaches to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian).

(2) If the proposed project does focus on an approach relating to one or more population group(s) above, the project application must:

(i) Identify the population group(s);

(ii) Show understanding and awareness of the goals, values, and priorities of the population group(s); and

(iii) Explain the applicability or limitations of the use of the programs or products with other population groups. The relevance of the project's materials, strategy, and goals to the cultural and other values of the population group(s) must be clearly demonstrated. Extensive research or data is not required in the project application.

(3) Projects under this paragraph are subject to the nondiscrimination provisions of § 160f.1(d).

(20 U.S.C. 1866.)

§ 160f.4 Types of projects.

(a) The Act authorizes the Commissioner to award grants and contracts for activities at all levels of education designed to carry out the purpose of providing educational equity for women, including the following activities related to educational equity:

(1) The development, evaluation, and disseminatoin of currcula, textbooks, and other educational materials;

(2) Preservice and inservice training for educational personnel, including guidance and counseling personnel;

(3) Research, development, and other educational activities;

(4) Guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex;

(5) Educational activities to increase opportunities for adult women, including continuing educational activities for

WHAT YOU CAN DO

NOTE THAT 160f.3 Repeats language of prior page. Note how often "capacity building" is DISCUSSED!

underemployed and unemployed women; and

(6) The expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

(20 U.S.C. 1866(d)(1).)

(b) In implementing the activities authorized by the Act and described in paragraph (a) of this section, the Commissioner will:

(1) Make awards for general grants, as described in § 160f12.

(20 U.S.C. 1866(d).)

(2) Make small grants, not to exceed $15,000 each, to support innovative approaches to the provision of educational equity for women, as described in § 160f.13; and

(20 U.S.C. 1866(e).)

(3) Solicit proposals for and make awards of procurement contracts in the program areas described in § 160f.14.

(20 U.S.C. 1866(d).)

§ 160f.5 Duration of projects.

(a) While grant applications may be filed proposing multi-year projects, it is expected that a substantial proportion of projects funded by the Commissioner in any fiscal year will have a project duration of only one year.

(b) Applications proposing multi-year projects must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent year.

MULTI-YEAR REQUIREMENTS

(c) If the application demonstrates to the Commissioner's satisfaction that multi-year support is needed to carry out the proposed project, the Commissioner may, in the initial notification of grant award for the project, indicate an intention to assist the project on an appropriate multi-year basis through continuation grants.

(d) Continuation awards may be made to projects described in paragraph (c) of this section, subject to the availability of funds and to the following provisions:

(1) Continuation applications will not be competitive with applications for new grant awards, but will be competitive with other applications for continuation awards;

(2) The program narrative of a continuation application must contain a detailed plan of operation (consistent with the general scope of work approved at the time of the original grant award), a management plan, and a detailed budget for the following fiscal year. Any changes in staff members, or their duties, in the validation procedures, the evaluation design, or approaches to dissemination must be explained. Requests for modifications in project objectives or the final results, programs, or products must be justified and the basis explained in detail; and

(3) Applications for continuation awards will be reviewed to determine:

(i) If the grantee has complied with the grant terms and conditions, the Act, and any applicable regulation;

(ii) The project's effectiveness to date, or the constructive changes proposed as a result of the ongoing evaluation;

(iii) The extent to which the project is meeting applicable priorities; and

(iv) The extent to which continuation of Federal assistance to the project is in the best interests of educational equity for women.

(20 U.S.C. 1221e-3(a)(1), 1866)

§ 160f.6 Eligible applicants.

The Commissioner may make grants to, or enter into contracts with, public agencies, private nonprofit organizations, or individuals to carry out projects under this part.

(20 U.S.C. 1866(d)(1) and (e))

§ 160f.7 Preapplications.

NOT CURRENTLY USED ↓

(a) *General.* (1) The Commissioner may invite prospective applicants for grants under this part in any given fiscal year to submit preapplications in accordance with § 100a.41 of this chapter by publishing a closing date for preapplications in the FEDERAL REGISTER. Either general or small grants, or both, may be included.

(2) (i) The preapplication process is used to avoid the investment of substantial time and effort by applicants in the preparation of applications for projects which might not be responsive to program policy and criteria and therefore have little chance of being funded. This process permits a preliminary review of shortened, simplified preapplications, with advice to applicants as to whether proposed projects are likely to have a chance for funding.

(ii) The preapplication process also may conserve limited resources of the Government by reducing the staff time and consultant funds required to process and review a large number of full applications. When the preapplication process is used, the Government can forecast the approximate number of applications which will be submitted and plan accordingly.

(3) When preapplications are invited, applicants are encouraged to use the process. Preapplications will be reviewed and those identified as having potential to compete will be invited to submit full applications. Applicants that are not invited may also submit full applications at their option. Also, any applicant may submit a full application by the published closing date for full applications without having previously submitted a preapplication. No application would be treated preferentially, and all would be reviewed against the published evaluation criteria.

(b) *State review of local educational agency (LEA) preapplications.* (1) A copy of a preapplication from a local educational agency must be submitted to the State educational agency of the State in which the local educational agency is located, concurrently with the submission of the preapplication to the Commissioner, to provide the State educational agency an opportunity to review and comment on that preapplication. A copy of the transmittal letter to the State agency must be attached to the preapplication.

(2) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on a local educational agency's preapplication. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for a preapplication shall be deemed a waiver of the State educational agency's opportunity to comment on that preapplication.

(c) *Preapplication requirements.* (1) Prepplications under this part must include a program narrative statement as required by the preapplication forms provided for in § 100a.41 of this chapter. The narrative statement may not exceed three (3) to five (5) pages of readable size print plus attached short and relevant vitae. Lengthy appendices and exhibits will not be reviewed by the Commissioner.

(2) The preapplication must include the following information in the program narrative to permit its review according to the evaluation criteria in paragraph (d). If applicants omit some of the required information, the preapplications will be reviewed and points will be deducted where appropriate. The program narrative of a preapplication must:

(i) *Applicant qualifications.* (A) Include either names and duties of projected staff members or brief job descriptions and required qualifications for the director and other key personnel, as well as methods to be used in recruitment and hiring. Vitae may be attached to the program narrative; and

(B) Include a statement of applicant qualifications in the substantive area of the proposed project and its experience in and commitment to the area of women's educational equity;

(ii) *Need and impact.* (A) Provide a brief description of the project and its approach, the needs addressed, and specific results, programs, or products to be developed by the proposed project;

(B) Indicate the target population which will utilize the results of the project and the possible means for encouraging their use; and

(C) State briefly how the proposed project will contribute to the national capacity to respond to needs in educational equity for women through the development of model programs and/or products which are designed and tested to be disseminated nationwide;

(iii) *Plan.* (A) State the specific objectives of the proposed projects;

(B) Provide a brief statement on how the project will be managed; and

(C) If the applicant proposes a project with a duration in excess of one year, include in the program narrative

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READ CAREFULLY - MAKE A checklist of "MUSTS"

an explanation of the need for multiyear support, and budget forms must be completed for the first budget period of one year and for the balance of the proposed project.

(3) In the program narrative, applicants may explain any large items which have an impact on the total budget figure.

(d) *Preapplication evaluation criteria.* Preapplications for grants which meet the requirements in paragraph (c)(1) of this section will be evaluated on the basis of the following criteria and weighted according to the indicated points (maximum of 100 points):

(1) *Applicant qualifications.* (i) The extent to which the education and experience of the proposed project director and staff, or, where staff are not named, the job descriptions and required qualifications as well as methods for recruitment and hiring, are related to the programmatic focus of the proposed project (10 points);

(ii) The extent to which the information about the proposed project director and staff evidence knowledge and experience in the area of women's educational equity (10 points);

(iii) The extent to which the applicant has demonstrated experience in the programmatic focus of the proposed project (10 points); and

(iv) The extent to which the applicant has demonstrated experience in and commitment to women's educational equity as evidence in the preapplication (10 points);

(2) *Need and impact.* (i) The degree to which the project addresses a critical need in the area of educational equity for women (10 points);

(ii) The degree to which the project describes a promising approach to provide educational equity for women (10 points);

(iii) The potential quality of the results, programs, or products to be developed and the viability of the method for use by others (10 points); and

(iv) The degree to which the proposed project will contribute to the national capacity to respond to the needs in the area of women's educational equity through the development of model programs or products (10 points);

(3) *Plan of operation.* (i) The extent to which proposed project objectives are clearly stated and capable of being attained and evaluated (5 points); and

(ii) The extent to which the preapplicant's statement on project management indicates potential for quality control (5 points);

(4) *Budget.* The reasonableness of the proposed total budget figure in relation to the accomplishment of the objectives and the relative importance of the needs addressed (10 points).

(20 U.S.C. 1221e-3(a)(1), 1232c(b)(3), 1866(d)(2) and (e).)

§ 160f.8 Application, proposal, and project requirements.

CRITICAL INFO.

(a) *Introduction.* A grant or a contract under this part will be awarded only upon a grant application (in accordance with § 100a.40 of this chapter) or a contract proposal submitted to the Commissioner.

(b) *General.* (1) Unsolicited applications or proposals will not be accepted under this part. Grant applications will be accepted for review only if they are filed in response to a notice of closing date published in the FEDERAL REGISTER in accordance with 45 CFR 100a.15 concerning application submissions to the Commissioner.

(2) Lengthy appendices or exhibits attached to applications or proposals will not be reviewed.

(c) *Application requirements.* The requirements set forth in this paragraph cover the information needed by the Commissioner to evaluate an application in accordance with the criteria in § 160f.10. The requirements correspond to the evaluation criteria, and applicants are encouraged, in preparing their applications, to follow this order to facilitate review of the application. An application for a grant under this part must:

(1) *Nature and purpose.* Provide information sufficient to satisfy the Commissioner that the proposed project holds promise of making a substantial contribution toward attaining educational equity for women and will comply with the provisions of § 160f.3;

(2) *Applicant qualifications.* Contain sufficient information about the applicant to enable the Commissioner to determine both its qualifications for receiving an award and its commitment to the provision of educational equity for women, including information about:

(i) The applicant's staffing pattern and experience in the area of educational equity for women, as well as in the programmatic focus of the proposed project;

(ii) The proposed project director and staff, including their education, training, awards, publications, and experience in the areas of educational equity for women and in the programmatic focus of the proposed project, and existing or planned commitments to other projects;

(iii) The extent to which the staff will be representative of the target population and, where applicable, the special population group(s);

(iv) Job descriptions and required qualifications as well as methods of recruitment and hiring, where staff members are not yet named;

MUST ✓

(v) Commitment through in kind or direct financial contributions or procedures to use results of projects in ongoing activities of the applicant; and

(vi) Available facilities and other resources for the project;

(3) *Need and impact.* (i) Identify the need to be addressed by the proposed project and supply relevant documentation of the need;

(ii) Specify the nature of the program, product, or final results of the proposed project and the specific target population, as defined in § 160f.2.

(iii) Specify the population group(s), if any, to which the project is related (as described in § 160f.3(d)), demonstrate understanding of the goals, values, and priorities of the group(s), and explain the applicability or limitations on the use of the project's results with other population group(s);

(iv) Document how the project will contribute to the development of model programs and products (capacity building) in the area of educational equity for women, including a description of likely users of the results, programs, and products of the projects, and rough projections of the cost to others of implementing or using the products; and

(v) Describe the procedures and plans for validation by the applicant and possible approaches and strategies for dissemination and utilization of the programs or products developed by the project. The description of validation procedures must set forth criteria consistent with § 160f.1(d) for the selection of participants in validation under the project, the types and numbers of persons expected to be involved, the location(s), time schedules, and specific expectations for the various activities in the validation procedures:

(4) *Plan of operation.* (i) State project objectives with specific outcomes for the project;

(ii) Provide a project evaluation design to measure the extent to which the objectives are accomplished by the project and which indicates the approach, the status of planning, methodology, extent of experience in the development and use of such designs and need for procuring outside expertise;

(iii) Provide a statement on management which describes the project's decision-making process and its rationale and include a management plan, which references objectives, operational activities, schedules, resources, products, and evaluation;

(iv) Describe a plan for cooperative development of the project with representative groups in the field of the project and in educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community; and

(v) Include a detailed budget.

(5) *Relationship to other activities.* Reference is made in § 160f.3(d) to the diverse approaches to the achievement of women's educational equity among various racial, ethnic, socioeconomic, age, and residence groups. If the applicant is carrying out other activites concerned with issues of discrimination, counseling, stereotyping, socialization, or the cultural values and heritage of social, ethnic, regional, or socioeconomic groups, the application must explain the specific relationship of the proposed project to these other activities.

Be sure you know what's going on in your area and institution!

(20 U.S.C. 1866(d)(2).)

(d) *Small grants.* Applications for small grants under § 160f.13 are subject to the applicable requirements in this section, with appropriate consideration to the scope and amount of the proposed award.

(e) *State review of local educational agency (LEA) aplications.* (1) The Commissioner will not approve an application submitted by a local educational agency for a grant under this part unless the

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POINTS for the award } Have "Contents" entry for each item that gets points

State educational agency of the State in which that local educational agency is located has been given an opportunity to review and comment on the application.

(2) A local educational agency must provide a copy of its application to the appropriate State educational agency concurrently with its submission to the Commissioner of the application, which must contain a copy of the transmittal letter to the State agency.

(3) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on local educational agency applications. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for an application shall be deemed a waiver of the State educational agency's opportunity to comment on that application.

(20 U.S.C. 1866(e).)

(f) *Dissemination of effective materials and programs.* Project awards under this part will be subject to the condition that materials and programs developed and validated under the project shall not be disseminated without review for effectiveness by the Commissioner. Therefore, each application for an award under this part must contain provisions for review of materials and programs, prior to dissemination in accordance with the requirement of this paragraph.

(g) *Evaluation.* Project awards under this part will be subject to the condition that the award recipient collect and make available information required by the Commissioner or by the Council, in accordance with the time constraints the Commissioner or Council may designate for purposes of carrying out program evaluation, including that provided for under subsection (f) of the Act.

(h) *Nondiscrimination.* Project awards under this part will be subject to the condition that the grantee or contractor reflect the nondiscrimination provisions set forth in subparagraphs (1) and (2) of § 160f.1(d) in any public announcements about the project relating to employment and participation by persons in the project activities.

(20 U.S.C. 1866.)

§ 160f.9 Award decisions.

Decisions on whether or not to make awards under this part will be made by the Commissioner based upon:

(a) With respect to contracts;

(1) The specific evaluation criteria included in each Request for Proposal (RFP) solicitation; and

(2) The procedures for selection required by the regulations for Procurement Contracts, 41 CFR Chapters 1 and 3 and by Departmental or agency policy.

(b) With respect to grants;

(1) Applicable criteria set forth in § 160f.10;

(2) The need to support projects which collectively address all levels of education; and

(3) The need to support:

(i) A variety of projects which collectively represent to the extent possible the diversity of needs and concerns in educational equity for women;

(ii) A variety of strategies for addressing needs;

(iii) A variety of delivery systems, such as community organizations, public agencies, and private nonprofit organizations, as well as traditional educational institutions; and

(iv) Demographic diversity.

(20 U.S.C. 1866 (b), (d), (e), (f)(3).)

§ 160f.10 General evaluation criteria for grants.

(a) *General criteria.* Applications for grants which meet the requirements in § 160f.8 will be evaluated on the basis of the following criteria, weighted according to the indicated points (maximum of 220 points):

(1) *Applicant qualifications.* (65 points)

(i) The extent and quality of the applicant's relevant experience in the area of educational equity for women as evidenced in the application (10 points);

(ii) The extent and quality of the applicant's relevant experience in the programmatic focus of the project (10 points);

(iii) The extent to which the staffing pattern of the project and of the applicant agency or organization as summarized in the application reflects evidence of commitment to equity for women, including women from minority groups (15 points);

(iv) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the area of educational equity for women (10 points);

(v) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the programmatic focus of the project as evidenced in the application (10 points); and

(vi) The extent to which the applicant has the capability to conduct the proposed project, including necessary facilities and resources as evidenced in the application (10 points);

(2) *Need and impact.* (65 points)

(i) The degree to which the proposed project is likely to make a substantial qualitative contribution toward attaining the provision of educational equity for women, and to this end:

(A) Clearly identifies a critical need to be addressed (10 points); and

(B) Specifies the substantive nature of the program, product, or final results which have potential for use as a model throughout the Nation or throughout population groups based on race, ethnic origin, age, socioeconomic status, or residence (10 points);

(ii) The degree to which the applicant, where applicable, shows understanding of the goals, values, and priorities of special population group(s), as described in § 160f.3(d), *and* the degree to which the application demonstrates an appropriate understanding of the applicability or limitations of the use of the results or products of the project with other populations (15 points);

(iii) The extent to which the intended results of the proposed project can be used by others and thus the extent to which the application specifies:

(A) Well-designed validation procedures (10 points); and

(B) Approaches for dissemination and utilization of the intended results (10 points); and

(iv) The extent to which the applicant demonstrates commitment through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant (10 points);

How GET 30-40% match?

(3) *Plan of operation.* (70 points). (i) The extent to which the application sharply defines and clearly states objectives for the proposed project which are capable of being achieved by the proposed procedures and capable of being assessed upon attainment (15 points);

(ii) The extent to which the application ensures adequate evaluation of the activities through the description of a project evaluation design which would measure the extent to which the objectives have been accomplished by the project and would describe an eventual evaluation report containing sufficient data, information, and direction to permit and encourage replication (15 points);

Product

(iii) The quality of the statement on management that describes the project's decision-making process and its rationale and the quality of the management plan which references objectives, operational activities, schedules (including the amount of time to be spent on the project by the proposed staff members), resources, products, and the project evaluation design (15 points);

Process

(iv) The extent to which the program to be developed under the project will be developed in cooperation with representative groups in the field of the project and of educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community (15 points); and

(v) The extent to which the application presents a budget that is reasonable in relation to anticipated results and reflects the management design (10 points).

(4) *Geographical distribution of awards* (20 points). The extent to which approval of an application will contribute to an appropriate geographical distribution of project awards throughout the Nation. The Commissioner will apply this criterion to individual applications after taking into account relevant recommendations of the Council.

Out of YOUR control

(b) *General provisions criteria.* Evaluation criteria set forth in § 100a.26(b) of this chapter will not apply to applications or proposals submitted under this part.

(c) *Small grants.* Applications for small grants will be evaluated in accord-

THIS IS IT

CRITERIA for all projects

100a.26 (b) will NOT apply

ance with the criteria specified in paragraph (a) of this section with appropriate consideration given to the scope and amount of the proposed award.

(20 U.S.C. 1866 (d) and (e).)

§ 160f.11 [Reserved]

§ 160f.12 General grant awards.

(a) *General*. In awarding new grants under this part (except with respect to small grants described in § 160f.13), the Commissioner may establish priorities by publishing them in an Appendix to this regulation. Whether or not there are priorities, applicants may propose projects in any area authorized by the Act. Applicants may find guidance by examining the six activities which are listed in the Act and quoted in § 160f.4(a).

NB

(b) *Number and size of general grant awards*. (1) Contingent upon the availability of funds, it is expected that 30 to 50 new general grants will be awarded per fiscal year.

(2) It is anticipated that the size of general grant awards will range from about $35,000 to $175,000, depending on the scope of the proposed project. Nothing in this paragraph shall be construed as a limitation on the amount of funds which may be available to a particular grantee.

(20 U.S.C. 1866(d).)

§ 160f.13 Small grant awards.

(a) Grants under this section will support the development and implementation of innovative approaches to the attainment of equity in education for women. The innovative approaches need not be original but may include practices that:

(1) Are similar to present practices but are not widely known or used;

(2) Expand on present practices; or

(3) Are new to a specific target population.

(b) Applications for grants under this section may focus on any of the six programmatic areas outlined in § 160f.4(a) or other areas of need in the provision of educational equity for women.

(c) Projects supported under this section must be designed to contribute to the development of model programs and products (capacity building) in the area of educational equity for women as provided in § 160f.3(b), with appropriate consideration to the scope and amount of the grant award. The Commissioner may also use the small grant program for further testing of programs and products developed and validated by previous projects supported under this part when they become available.

NB

(d) Contingent upon the availability of funds, it is expected that 20 to 30 grants will be made under this section per fiscal year for amounts not to exceed $15,000.

(20 U.S.C. 1866(e).)

§ 160f.14 Contract activities.

(a) *General*. Contingent upon the availability of funds, contracts will be awarded on the basis of separate solicitations setting forth appropriate specifications in the areas described in paragraph (b) of this section.

(b) *Funding areas*. It is expected that contracts will be awarded in the following areas:

(1) Technical assistance for Title IX of the Education Amendments of 1972 (Pub. L. 92-318);

(2) Operation of a communications network in the field of educational equity for women;

(3) Dissemination of tested programs and products developed under the Act to organizations and agencies which wish to use or adapt them; and

(4) Those other areas of women's educational equity where the Commissioner determines that specific procurements would further the purpose of the Act.

(20 U.S.C. 1866(d)(1).)

§ 160f.15 Allowable costs.

(a) *General*. (1) Allowable costs under projects to which funds are awarded pursuant to this part shall be determined in accordance with cost principles set forth in:

(i) Appendix B of subchapter A of this chapter with respect to grants to public agencies;

(ii) Appendix C of subchapter A of this chapter with respect to grants to nonprofit educational institutions;

(iii) Appendix D of subchapter A of this chapter with respect to grants to other nonprofit institutions and individuals; and

(iv) 41 CFR Part 1-15 with respect to contracts.

(2) The costs of nonexpendable personal property with an acquisition cost of $1,000 or more per unit, depreciation or use allowances, automatic data processing, memberships, subscriptions, and professional activities will be allowable if they have been specifically authorized by the Commissioner in the notification of grant award.

(3) Facilities, capital assets, and repairs which materially increase the value or useful life of capital assets generally shall be unallowable under this part, and will be allowed only where specially justified by the applicant and specifically authorized by the Commissioner.

(4) Funds supplied under grants awarded under this paragraph usually will not be available to pay the general costs of overall education, training, or career employment preparation programs. Rather, funds will be available for payment of the incremental costs such as the costs necessary for effective planning, development, evaluation, testing, validation, and in some cases, dissemination, directly related to educational equity for women.

(b) *Long-term training projects*. (1) Grants for training projects designed to provide individual participants with full-time post-baccalaureate training with a duration of at least one academic year may include provision for the payment to:

(i) Grantees of tuition and fees; and

(ii) Participants of stipends, dependency allowances, and other costs, including child care, as the Commissioner may determine to be consistent with prevailing practices under comparable Federal programs.

(2) Provision for payments described in subparagraph (1) of this paragraph will be included in grant award documents at the discretion of the Commissioner, and only when the applicant requests these payments and provides sufficient information and justification in the application to satisfy the Commissioner that the payments would contribute substantially to the realization of the project objective to develop, test, and prepare for dissemination a successful model training program.

(3) If provisions for the payment of tuition and fees are included in a grant pursuant to this paragraph, the grantee may not charge participants in the training program for tuition and fees.

(c) *Payments for participation in validation of materials and programs*. (1) Projects may include in the grant or contract a provision for payments to non-educational participants (including parents, students, and others) and to educational personnel participants (including administrators, counselors, teachers, and others), whose participation is necessary for the validation of the programs or products developed by the project and who are not otherwise compensated for their time while participating.

(2) (i) Payments to non-educational participants may be made at rates not lower than the current Federal minimum wage rate nor higher than the rate set forth for educational personnel in subdivision (ii) of this subparagraph.

(ii) Except as provided under subdivision (iii) of this subparagraph, payments to educational personnel under this paragraph would be at the rate of $30 for each full day of participation up to $150 a week. For partial days involving less than 5 hours of attendance, the payments for this attendance would be at the rate of $6 per hour, subject to the weekly limit of $150.

(iii) Where participating educational personnel are ordinarily paid for their work at a salary scale determined by a collective bargaining agreement in which the minimum hourly rate for any individual is more than $6 per hour, the individual would be compensated at the minimum hourly rate provided for under the collective bargaining agreement.

(3) Where a local educational agency or other educational agency or institution compensates teachers or other educational personnel whom it employs for their time in receiving training or participating in other activities under this paragraph and must also hire a substitute for the participant during the time of that participation, reimbursement may be made under the grant or contract which includes the component to the local educational agency or other educational agency or institution for the costs of hiring the substitute.

(4) No travel or dependency allowances will be paid for participation in any component under this paragraph.

CONTRACTS

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(5) Participants in any short-term training may receive payments at the same rates as set forth in subparagraph (2) of this paragraph.

(6) Provision for payments described in this paragraph will be included in grant award documents or contracts at the discretion of the Commissioner, and only when the applicant requests these payments and justifies that the payments to the specific classes or groups of recipients to participate in the validation or training are necessary to carry out the program objective.

(d) *Indirect costs.* (1) Except as provided in subparagraphs (2) and (3) of this paragraph, indirect costs will be allowed under projects funded under this part in accordance with the applicable indirect cost rate allowances set out in Appendices B through D of subchapter A of this chapter.

(2) Indirect costs for training grants will be allowed at the lesser of:

(i) The level of indirect costs determined under subparagraph (1) of this paragraph; or

Will use your agency's AUDITED or Negotiated Rate

(ii) In grants where the Commissioner approves payments for stipends and dependency allowances under paragraph (b)(1)(ii) of this section, eight percent of the total direct costs, including stipends and dependency allowances.

(3) Indirect costs shall not be allowed under grants to individuals under this part.

(20 U.S.C. 1231c(b), 1232c(b)(2).)

[FR Doc.77-18440 Filed 6-27-77;8:45 am]

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

APPLICATION REVIEW – FISCAL YEAR 1978

(See The Women's Program Staff (WPS) Operations Manual For Complete Instructions)

1. APPLICATION NUMBER
2. REGION
3. STATE
4. GRANT
   ☐ SMALL ☐ GENERAL

5. NAME OF APPLICANT

a. CITY OR TOWNSHIP

b. ZIP CODE

6. TITLE OF APPLICATION

7. APPLICATION EVALUATION CRITERIA TALLY

20 Points for Geographic DISTRIBUTION

SEGMENTS	MAXIMUM (Number of points for each segment)	SCORE (Number of points assigned each segment)
A. APPLICANT QUALIFICATIONS	65	
B. NEED AND IMPACT	65	
C. PLAN OF OPERATION	70	
TOTALS	200	

8. REVIEWERS COMMENTS *(You may provide additional comments which will assist in the analysis of the application. Do not repeat summary statements prepared for the letter to the applicant).*

USE THIS TO HELP YOU WRITE YOUR PROPOSAL -- REVIEW EACH SECTION that gets POINTS; CONSIDER A "TABLE of CONTENTS" With an entry for each point producing section

9. TYPE OR PRINT NAME OF READER

a. SIGNATURE OF READER

b. DATE

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PREVIOUS EDITIONS ARE OBSOLETE

INSTRUCTIONS TO READERS: This scoring system is based on a maximum aggregate total of 200 points. The maximum number of points allowed for each line item is indicated in the upper left corner of the scoring area *(Do not use fractions of points).*

In order that the application scores have consistency between readers, score all Evaluation Criteria according to the following point scales:

TEN POINT LINE ITEM		FIFTEEN POINT LINE ITEM	
1, 2, 3 points	Weak	1, 2, 3, 4 or 5 points	Weak
4, 5, 6 or 7 points	Average	6, 7, 8, 9 or 10	Average
8, 9 or 10 points	Strong	11, 12, 13, 14 or 15	Strong

IMPORTANT: Record the TOTAL POINTS for each of the three segments in ITEM 7 "Score column" on page 1.

10. APPLICATION EVALUATION CRITERIA

A. APPLICANT QUALIFICATIONS *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AS EVIDENCED IN THE APPLICATION.	10 SCORE Institutional Capability
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10 SCORE Institutional Capability
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION AS SUMMARIZED IN THE APPLICATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15 SCORE Management Plan; Institutional Capability
(4) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN.	10 SCORE Management Plan; Resumes in Appendix
(5) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE PROGRAMMATIC FOCUS OF THE PROJECT AS EVIDENCED IN THE APPLICATION.	10 SCORE Management Plan; Resumes in Appendix
(6) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES AS EVIDENCED IN THE APPLICATION.	10 SCORE Institutional Capability

(7) IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES OF THIS SEGMENT.

Use this form as a checklist — check off each part as you address it. We have indicated the appropriate section of a proposal for each item.

B. NEED AND IMPACT *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END: (a) CLEARLY IDENTIFIES A CRITICAL NEED TO BE ADDRESSED	10 SCORE Need Statement
(b) SPECIFIES THE SUBSTANTIVE NATURE OF THE PROGRAM, PRODUCT, OR FINAL RESULTS WHICH HAVE POTENTIAL FOR USE AS A MODEL THROUGHOUT THE NATION OR THROUGHOUT POPULATION GROUPS BASED ON RACE, ETHNIC ORIGIN, AGE, SOCIOECONOMIC STATUS, OR RESIDENCE.	10 SCORE Scope of Work; Evaluation Plan

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(2) THE DEGREE TO WHICH THE APPLICANT, WHERE APPLICABLE, SHOWS UNDERSTANDING OF THE GOALS, VALUES, AND PRIORITIES OF SPECIAL POPULATION GROUP(S), (I.E. THOSE BASED ON RACE, ETHNIC ORIGIN, AGE, SOCIOECONOMIC STATUS, OR RESIDENCE (E.G. RURAL, URBAN, SOUTHWESTERN, APPALACHIAN)) AND THE DEGREE TO WHICH THE APPLICATION DEMONSTRATES AN APPROPRIATE UNDERSTANDING OF THE APPLICABILITY OR LIMITATIONS OF THE USE OF THE RESULTS OR PRODUCTS OF THE PROJECT WITH OTHER POPULATIONS.	15	SCORE Need statement; Scope of Work; Evaluation Plan
(3) THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES (a) WELL-DESIGNED VALIDATION PROCEDURES	10	SCORE Need Statement; Evaluation Plan
(b) APPROACHES FOR DISSEMINATION AND UTILIZATION OF THE INTENDED RESULTS *(whether these approaches are to be carried out by the applicant or by others)*	10	SCORE Scope of Work (dissemination section)
(4) THE EXTENT TO WHICH THE APPLICANT DEMONSTRATES COMMITMENT THROUGH IN KIND OR DIRECT FINANCIAL CONTRIBUTIONS OR THROUGH PROCEDURES TO USE ALL OR PARTS OF THE PROGRAM OR PRODUCTS DEVELOPED UNDER THE GRANT IN THE CONTINUING ACTIVITIES OF THE APPLICANT.	10	SCORE Institutional Capability; Budget

(5) BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SEGMENT.

C. PLAN OF OPERATION *(Score 1 to 10 or 1 to 15 points as indicated in upper left corner of score area)*

(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	SCORE Goals & Objectives
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT CONTAINING SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION.	15	SCORE Evaluation Plan
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT DESCRIBES THE PROJECT'S DECISION MAKING PROCESS AND ITS RATIONALE AND INCLUDES A PLAN WHICH REFERENCES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the proposed staff members)*, RESOURCES, PRODUCTS, AND THE PROJECT EVALUATION DESIGN.	15	SCORE Management Plan
(4) THE EXTENT TO WHICH THE PROGRAM TO BE DEVELOPED UNDER THE PROJECT WILL BE DEVELOPED IN COOPERATION WITH REPRESENTATIVE GROUPS IN THE FIELD OF THE PROJECT AND OF EDUCATIONAL EQUITY FOR WOMEN, SUCH AS PRACTITIONERS *(both at the policy and implementation levels)*, THEORETICIANS, POTENTIAL PARTICIPANTS IN THE VALIDATION, AND THE COMMUNITY.	15	SCORE Management Plan; Scope of Work
(5) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	SCORE Budget

(6) BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SEGMENT.

SEGUNDA PARTE

FASE DE REDACCIÓN DE LA PROPUESTA
[THE PROPOSAL WRITING PHASE]

SEGUNDA PARTE

FASE DE REDACCIÓN DE LA PROPUESTA

Cuando comience a escribir su propuesta, y, luego, al examinarla, recuerde que es como un enorme y complejo rompecabezas. Todas las piezas deben combinarse porque dependen entre sí. Por ejemplo, su presupuesto muestra cuanto costará todo lo mencionado en su descripción narrativa; no debe haber nada en el presupuesto que no se haya discutido en la descripción narrativa, y viceversa. Cada actividad que usted describe debe tener a alguien que la ejecute que esté incluido en la sección del personal. Los procedimientos dependen de las metas y objetivos, los cuales se derivan, a su vez, de la necesidad establecida.

Esta sección trata en detalle:

- cómo escribir una declaración de las necesidades
- cómo escribir un informe sobre lo publicado
- cómo escribir los objetivos
- cómo escribir un plan de acción (alcance del proyecto)
- cómo elaborar un plan de evaluación
- cómo diseñar un plan administrativo incluyendo gráficos de la organización; diagramas TREP (Técnica de Repaso para la Evaluación del Programa [PERT]; líneas de tiempo y descripciones del trabajo
- cómo hacer un presupuesto
- cómo escribir un resumen
- qué se debe incluir en el apéndice
- cómo llenar los formularios federales y estatales

Capítulo I

La razón fundamental
[The Rationale]

Por fin ha llegado el momento de escribir la propuesta. Para esto, usted puede considerar la regla empleada por los periodistas, ya que usted necesita contestar las mismas preguntas: ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué? y ¿Cómo? Usted debe también suplementar estas preguntas con: "¿Cuánto va a costar?" y "¿Cómo va a ser evaluado? ¿Por qué? y ¿por quién?"

Tenga usted en cuenta que en su propuesta debe evitar declaraciones verbosas o floridas. Su redacción debe ser clara, lógica y fácil de leer. Recuerde: cuanta más dificultad tengan los examinadores en leer su propuesta, menor es la posibilidad de que usted reciba los fondos. Las propuestas sólidas son coherentes y sus partes críticas se hacen resaltar para que las note el revisor ocupado.

El proceso de escribir una propuesta es una actividad útil; le obliga a usted a reflexionar sobre el problema que usted quiere abordar para que tenga una mejor comprensión de él; a analizar las maneras de resolver el problema hasta que usted llegue al enfoque que ofrece la mejor solución; y a elaborar sistemáticamente el plan de acción que le permita a usted aplicar su solución al problema.

Al escribir su propuesta, es útil asumir que los examinadores se oponen a sus ideas básicas. De ése modo su propuesta debe guiarlos en forma precisa y cuidadosa para que vean (aunque no lo acepten del todo) su punto de vista y su solución. Recuerde que los examinadores han, en otras oportunidades, apoyado propuestas a las que se oponían, simplemente porque las mismas tenían un desarrollo lógico y una posibilidad razonable de éxito.

1. Identifique el problema a resolver (el problema/declaración de la necesidad)
2. Recoja los datos esenciales sobre el problema (documentación)
3. Seleccione (consulta colectiva) las posibles soluciones al problema
4. Determine las diversas soluciones para decidir cuál de ellas se adecúa a los hechos
5. Elija la solución más factible (el procedimiento que usted propone)

A continuación hallará usted algunas sugerencias adicionales generales para desarrollar una propuesta:

1. Su idea debe de estar dentro del propósito de la ley, reglamentación y pautas de la agencia que concede la subvención.
2. Cerciórese de determinar adecuadamente la necesidad para el proyecto o de identificar un problema crítico que necesita atención.
3. Conceptualice y declare los objetivos del programa. Éstos deben estar bajo su control, declarados en forma concisa y en términos medibles.
4. Determine una metodología efectiva. Si es posible, use (y documente) una junta consultiva y/u otra participación del público o grupo objetivo. Este grupo puede servirle de ayuda para obtener ideas fundamentales de la necesidad y la estrategia. Las actividades del proyecto deben de ser programadas lógicamente para aliviar el problema o la necesidad.
5. Elabore una evaluación estrechamente ligada a los objetivos y la metodología y económica en relación al presupuesto total (menos del 10 por ciento). Establezca la relación entre la evaluación y las necesidades.
6. El presupuesto debe reflejar el nivel de la actividad necesaria del proyecto y ser realista en cuanto a los fondos asignados. (No pida usted $100.000 para su proyecto si se asignaron solamente $500.000 para todos los programas en los Estados Unidos.)
7. Tenga usted un plan para continuar las actividades una vez que termine el apoyo externo, y si el proyecto se evalúa favorablemente.
8. Muestre usted el compromiso institucional y el interés por el "apoyo local", describiendo el grado de tiempo libre del personal, uso de edificios, gastos generales de administración reducidos, u otras técnicas. Relacione esto al presupuesto en términos de la contribución local.

(Adaptado de Achilles, Crump y Moss, 1977, pág. 5.)

Una vez establecido el contenido de la propuesta, usted puede utilizar las siguientes sugerencias para la redacción.

1. No emplee un comité para escribir; cuantos menos escritores que participan tanto mejor la propuesta. Preferiblemente, el innovador del proyecto debe ser el autor, con ayuda editorial.
2. Ponga sus miras en un individuo. Trate usted de visualizar a esa persona.
3. Escriba en la "tercera persona". Es más facil hacer alardes acerca de "ellos" que "yo".
4. Seleccione un título apropiado (e interesante) de 10 palabras o menos. No sea usted gracioso ni teatral.
5. Si la propuesta es larga (de más de 10 páginas), prepare una tabla de materias.
6. Sea usted generoso con los espacios, subtítulos y subrayados, para facilitar la lectura y destacar los puntos importantes.
7. Trate de limitar cada oración a 15 palabras o menos.
8. Trate usted de limitarse a dos comas por cada oración. Esto evitará que usted diga más de una cosa a la vez.
9. Mantenga sus párrafos cortos, y presente sólo una idea o concepto por párrafo.
10. Use las contracciones libremente.* Esa es la manera en que usted habla, ¿verdad? Es la clave de una escritura más efectiva y personal.
11. Haga exposiciones breves como las buenas exposiciones en los periódicos. Capte usted la atención del lector al comienzo y manténgala.
12. No haga un misterio de su propuesta. Comience en seguida con el punto más importante.
13. Acentúe usted lo positivo: Haga énfasis en las "oportunidades" más bien que en las "necesidades". Los donantes prefieren saber "donde están" que "donde no están".
14. Cuídese usted de las declaraciones hipotéticas como "si" y prometedoras como "esperamos": sea positivo.
15. No emplee más esfuerzo del necesario: Recuerde que usted está tratando con clientes sofisticados y que demasiado azúcar puede agriar el vino.
16. Emplee palabras corrientes, pero no insulte la inteligencia del lector.
17. Cuídese de la jerigonza profesional, abreviaturas y referencias vagas.

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*Nota del traductor: Esto se aplica a las propuestas escritas en inglès.

18. Si usted tiene dificultad en comenzar, comience con el presupuesto. El dinero tiene un modo muy extraño de definir nuestros métodos y objetivos.
19. Haga el pedido. No hay necesidad de ser astuto con las agencias que conceden subvenciones. Literalmente puede "entrar por la puerta principal", "hacer la exposición" y "cerrar el trato".
20. Sea breve y directo.
21. ¡Rompa las reglas! Escribir es un asunto individual, así que no se deje llevar por las reglas de redacción de otro. Lo importante es que usted se exprese claramente.

(Adaptado de Conrad, 1976, págs. 234-235.)

Declaración de la necesidad [Statement of Need]

Generalmente la primera sección de la propuesta que se escribe es la declaración del problema: la declaración de la necesidad.

Albert Einstein, quien fue uno de los más grandes pensadores del mundo y solucionadores de problemas, dijo, "La formulación de un problema es mucho más esencial que su solución". Las agencias cultas que conceden fondos reconocen que comprender el problema es realmente el modo de solucionarlo, o, puesto de otra manera, un problema bien declarado está medio resuelto. Puede que su solución no dé resultado, pero si usted ha definido el problema clara y correctamente, el encontrar una solución que no da resultado le permitirá limitar el campo para hallar la solución correcta.

Su declaración de la necesidad muestra que hay un problema que no ha sido resuelto por los medios existentes. Es la sección mediante la cual los revisores perciben el conocimiento que usted tiene sobre el área específica de su proyecto.

Esta sección (al igual que cada sección de su propuesta) debe de estar lógicamente organizada, libre de retórica, además de ser concisa. No vaya usted a suponer que los lectores de su propuesta van a estar exactamente de acuerdo con su punto de vista. No trate de cortejar a "liberales" o a "conservadores"; esto más bien va a enajenar a otros y podría ser interpretado como una falta de tolerancia de su parte. Exprésese usted clara y verdaderamente sin emplear lógica deficiente. (Vea, por ejemplo, el excelente libro de bolsillo Con buena razón: una introducción a falsedades familiares [With Good Reason: An Introduction to Informal Fallacies], New York: St. Martin's Press, 1976, por S. Morris Engel.)

Recuerde que usted está solicitando fondos para remediar un problema o reducir una necesidad. Sea usted exacto y, mientras que usted debe demostrar la intensidad de la necesidad, cerciórese de que la necesidad no es tan crítica que no pueda ser aliviada a pesar del dinero o trabajo invertidos.

Cualesquiera que sean los puntos que usted presenta en la declaración de la necesidad, deben estar documentados. No abrume a los revisores con mapas y tablas, pero incluya usted las estadísticas pertinentes. Por ejemplo, un análisis de los niveles educativos, estado por estado, y los ingresos por raza, sexo y edad no sería pertinente a una propuesta que trata de reducir la proporción de mujeres que se dan de baja en la escuela secundaria. Un porcentaje calculado de las jóvenes del primer año de la escuela secundaria que se dan de baja para el tiempo del cuarto año, o una comparación del promedio del ingreso anual de las que se dan y no se dan de baja, sin embargo, sería pertinente a la propuesta y debe ser incluida.

El gobierno federal es una de las fuentes principales de datos estadísticos, pero no hay un centro especial a dónde dirigirse para obtener información específica. Usted debe determinar qué agencia federal es la que tiene la información que usted desea y dirigirse a ella. Por ejemplo, para la comparación de salarios de las mujeres que se dan de baja y las que no se dan de baja, usted podría dirigirse a la Oficina de la Mujer [Women's Bureau] del Departamento de Trabajo [Department of Labor] (Washington, D.C. 20210); y, para el porcentaje de mujeres que se dan de baja, usted podría dirigirse al Centro Nacional para Estadística de la Educación [National Center for Education Statistics] (400 Maryland Avenue, S.W., Washington, D.C. 20202). Si usted no está segura a qué agencia dirigirse, o si las agencias no le proveen la información que usted necesita, las oficinas regionales de educación pueden ayudarle. Su senador o representante también le puede ayudar, así como también los departamentos de educación del estado; la mayoría tiene ayudantes cuya responsabilidad principal es buscar y obtener información para los votantes. Recuerde, no obstante, que estas personas reciben muchas peticiones; por eso, si usted está trabajando bajo un tiempo limitado, déjeselo saber, y averigüe si pueden obtener la información a tiempo.

Otra fuente excelente de información es el departamento de consulta de una biblioteca pública o universitaria, especialmente si es una biblioteca que tiene acceso a datos del censo. Vaya usted a la biblioteca y pídale ayuda al bibliotecario de consulta. Usted se va a asombrar de la cantidad de información ya compilada. Sea usted específico al pedir los datos que quiere; por ejemplo, los datos acerca de las mujeres que se dan de baja en la escuela secundaria, en todo el país para 1970-72, por regiones del país y por raza.

La Red de Comunicaciones de la Equidad Educativa de la Mujer (RCEEM) [Women's Educational Equity Communications Network (WEECN)] es una tercera fuente de información que está relacionada específicamente con la equidad educativa de la mujer. RCEEM (WEECN) es un servicio de información que colecciona, examina, clasifica, guarda y provee información sobre los proyectos, actividades e investigación que tienen que ver con la equidad educativa de la mujer. RCEEM (WEECN) está ubicada en Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103; (415) 565-3032.

Los individuos y grupos que trabajan en el área de su problema son muy útiles, al igual que las revistas, libros y periódicos. No olvide usted tampoco de hablar con las personas afectadas por el problema: ellas son a menudo la mejor fuente de información acerca de la cuestión y cuáles son sus efectos y soluciones posibles.

Recuerde que por mucho que usted quiera, no podrá resolver los problemas del mundo entero, ni siquiera todos los aspectos de un problema, pero sí podrá tener un impacto medible. La agencia que concede los fondos quiere que usted sea realista. Reduzca usted la definición del problema a lo que pueda tratar dentro de un plazo razonable (de uno a tres años) y con una cantidad razonable de dinero ($10.000-$300.000). Cerciórese de hacer resaltar la conexión entre su organización y el problema que usted piensa tratar. Por ejemplo, si usted propone proveer un programa para ayudar a las mujeres exdelincuentes a que terminen la escuela y su organización ha estado haciendo cursillos para exdelincuentes durante los últimos cinco años, usted debe destacar el hecho.

Las preguntas siguientes pueden ser usadas como lista para la comprobación de datos en su declaración de la necesidad:

1. ¿Está el problema declarado en términos precisos?
2. ¿Cuáles son las causas principales del problema?
3. ¿Cuáles son las consecuencias más grandes del problema?
4. ¿Por qué se escogió este problema especialmente para la propuesta?
5. ¿Quién ha estado comprometido hasta la fecha con la formulación de la idea y el planeamiento?
6. ¿Qué se ha hecho en el área hasta la fecha?
7. ¿Por qué se necesita el proyecto en este momento?
8. ¿Por qué es éste un buen momento para que usted solicite ayuda económica?

Su respuesta a la pregunta seis arriba suplementa la declaración de la necesidad en un repaso de los pasos con éxito y sin éxito del problema.

Examen de las publicaciones anteriores
[The Literature Review]

No hay proyecto que sea independiente de lo que se ha hecho anteriormente en su área de actividades. Usted debe demostrar familiaridad con lo que se está haciendo en el área del proyecto que usted propone y también indicar la importancia de su aporte. Usted debe hacer esto en su sección de "Examen de las publicaciones anteriores".

En su informe, usted debe demostrar claramente que comprende bien el tema y que está al tanto de los acontecimientos significativos, recientes, esenciales y metodológicos del mismo. Mientras usted elabora su proyecto, hallará útil saber cuáles han sido las ideas o pareceres anteriores en el campo. Este conocimiento le ayudará a definir la necesidad, establecer los objetivos y planear el procedimiento y evaluación.

Su informe debe ser un examen crítico del trabajo anterior que:

- describe el trabajo en los términos que el público en general pueda comprender, evitando la jerigonza
- declara el modo o los modos en que el trabajo anterior contribuye al proyecto que usted propone, y
- describe cómo su proyecto va a mejorar o ir más allá del trabajo hecho en el pasado

Su búsqueda del trabajo anterior en el área debe incluir una investigación bibliográfica de fuentes de referencia: Abstractos psicológicos [Psychological Abstracts] (un resumen índice mensual de artículos que aparecen en revistas que tratan de psicología), Abstractos de la Mujer [Women's Abstracts] (un resumen índice trimestral de artículos que tratan de las mujeres, los cuales aparecen en una amplia variedad de publicaciones), el Intercambio de Informaciones Científicas [Science Information Exchange] del Instituto Smithsoniano [Smithsonian Institute] (un resumen índice de los proyectos costeados actualmente), y el Índice de Citas de las Ciencias Sociales [Social Science Citation Index] (un índice que organize los artículos según las fuentes citadas en común). La Psicología de Hoy [Psychology Today], el Comportamiento Humano [Human Behaviour], y la Sociedad [Society] son revistas más populares que regularmente incluyen artículos sobre temas de mujeres. Hay una lista de publicaciones feministas en El suplemento [The Supplement] que también le será útil en su investigación de los impresos.

Vaya usted a los bibliotecarios de consulta para que le ayuden; ellos pueden serle muy útiles en hallar la información que necesita. Recuerde que mucho del trabajo acerca de las mujeres nunca alcanza los materiales tradicionales de consulta. Para un repaso completo, usted debe dirigirse a las redes de mujeres y a los grupos que han mostrado interés en esta área, al igual que RCEEM [WEECN]. El suplemento [The Supplement] tiene más información sobre las fuentes tradicionales y no tradicionales de información.

Prescindiendo de que usted use las fuentes tradicionales o no tradicionales de información, siempre trate evitar descripciones de segunda mano de proyectos y estudios. Usted quiere informes hechos por aquellas personas comprometidas, no interpretaciones escritas por otros. Las fuentes primarias u originales son las más exactas y debido a esto son las que deben usarse.

Otra buena regla a seguir es "No haga declaraciones generales a menos que las pueda respaldar". Por ejemplo, a menos que haya hecho un repaso muy completo de los impresos, no diga que su enfoque o modo de ver el progama es único. De la misma manera, no diga que su proyecto va a ser mejor que otros proyectos del pasado a menos que usted dé buenas y firmes razones para pensar que así es. Los revisores de la propuesta se fijarán en la aptitud que usted muestra en sacar conclusiones, así como también en seleccionar, evaluar y usar el trabajo anterior en este área.

Metas y objetivos del proyecto
[Project Goals and Objectives]

Esta sección de la propuesta es probablemente la más importante de todas. Las metas y objetivos no solamente proveen la estructura para lo que usted quiere realizar en su proyecto; también comunican al lector lo que usted va a hacer y cómo va a hacerlo. Las metas y objetivos están directamente relacionados con la necesidad descrita en la declaración de las necesidades de su propuesta. Las actividades del trabajo se derivarán de los objetivos.

La meta es una declaración extensa y general que escribe lo que usted quiere realizar. La fraseología de la meta debe reflejar la necesidad del proyecto. Las metas tienen dos características fundamentales: describen el propósito del proyecto y resultado deseado. (No dicen cómo va a lograrse el resultado deseado; eso lo dicen los objetivos.) Por ejemplo, "el ayudar a la mujer americana a alcanzar igual oportunidad educativa" es una meta. Las metas son generalmente consideradas como logros de más largo término que los objetivos.

Las metas pueden ser declaradas en forma breve o extensa. Los proyectos pueden tener más de una meta. Por ejemplo, las metas de un proyecto costeado por el PLEEM [WEEAP] son:

- fomentar e implementar un sistema de entrenamiento que pueda duplicarse o repetirse y que permite a los practicantes locales instruir sin caer en la discriminación sexual o el estereotipo
- aumentar la capacidad de los padres para apoyar y reforzar la instrucción sin diferencias de sexo ni estereotipos

Los objetivos, por otra parte, son específicos y describen cómo van a realizarse la(s) meta(s). Debe haber por lo menos un objetivo para cada meta, y hasta 10 o 15; esto depende de la amplitud de la meta y de lo detallado de los objetivos. Se puede también definir un objetivo como una declaración específicamente declarada y medible de lo que usted piensa realizar con los fondos que pidió.

Hay algunos puntos generales que debe tener en cuenta cuando escriba sus objetivos:

1. Los objetivos deben ser claros y concisos para que cualquiera que los lea sepa lo que usted va a hacer. No debe darse lugar a falsas interpretaciones. Evite usted las palabras indefinidas o inciertas, como "comprender"; las generales, como "creer"; las ambiguas, como "saber". Trate de usar palabras orientadas hacia la acción. Si sus objetivos son indefinidos y generales, es imposible determinar si han sido alcanzados. Muchas agencias no conceden fondos a una propuesta que no incluya objetivos medibles y alcanzables.
2. Los objetivos deben ser realistas en relación al tiempo en el cual van a ser realizados. No trate de cambiar el mundo en 12 meses; y no declare objetivos que están fuera de su control; usted será responsable de alcanzarlos.
3. Los objetivos deben ser alcanzables y medibles en relación a las condiciones bajo las cuales van a ser ejecutados. Por ejemplo, ¿cómo va el aprendiz a demostrar el resultado esperado?

Algunos ejemplos de objetivos son:

- Suministrar entrenamiento y ayuda técnica a los maestros de los grados K-6 para
  - --aumentar el conocimiento de su posición o actitud hacia el estereotipo del sexo y predisposición hacia un sexo en las escuelas
  - --proveer adquisición de habilidades para modificar el ambiente existente en la escuela, el curso de estudios y materiales actuales, y desarrollar su propio curso de estudios no predispuesto y los materiales correspondientes
- Las jóvenes expuestas a los materiales de un curso de estudios diseñado por el proyecto podrán hacer una estimación realista de las posibilidades de su propia vida, y planear una carrera flexible alrededor de sus intereses y metas.

- Los diez maestros comprometidos con el proyecto adquirirán conocimientos prácticos basados en la clase, para la evaluación del curso de estudios.
- Por medio de la exposición a la sección de Comparaciones Culturales del curso de estudios, los estudiantes podrán definir la socialización.

Desarrolle usted tantos objetivos como sean necesarios para alcanzar la meta declarada. Cada uno debe de ser numerado y anotado en el orden de importancia, y con tanta precisión como fuese posible. De este modo el progreso puede ser controlado de una manera activa; se pueden hacer modificaciones si su evaluación indica que los objetivos son alcanzados prematuramente de una manera no prevista.

Recuerde cuando usted esté escribiendo los objetivos que éstos son la base para evaluar su proyecto. Por eso no proponga nada que usted no esté seguro de poder realizar. Si, hacia el final de su proyecto, usted ha alcanzado todos los objetivos, entonces su proyecto se considera un éxito y sus oportunidades para obtener fondos futuros aumentan.

El suplemento [The Supplement] tiene más información acerca de los objetivos, incluyendo ejemplos y una lista de materiales que le enseña a usted cómo escribir objetivos. Una fuente excelente para información adicional es La preparación de objetivos relativos a la instrucción [Preparing Instructional Objectives] por Robert F. Mager (1962), el cual se puede conseguir de Fearon Publishers, 6 Davis Drive, Belmont, CA 94002.

HOJA DE TRABAJO DE METAS Y OBJETIVOS

La siguiente hoja de trabajo da un ejemplo concreto de la relación entre una meta (el resultado a largo plazo de su proyecto) y un objetivo (el medio para lograr dicha meta). Usted puede utilizar el espacio en blanco para practicar la descripción de metas y objetivos de un proyecto.

METAS	OBJETIVOS
Aumentar el número de personas que tendrán las habilidades para desarrollar y obtener apoyo financiero para proyectos destinados a elevar la equidad educativa de la mujer.	1. Entre los meses de abril y julio de 1978, un número de 1000 participantes asistirán a los talleres de trabajo sobre la redacción de propuestas. Dichas actividades serán gratuitas y se llevarán a cabo en 20 estados. 2. El 85% de los participantes que asistan a los mencionados talleres estarán en condiciones de determinar los componentes de una propuesta.
ESCRIBA SU PROPIA META EN ESTE ESPACIO.	ESCRIBA SU PROPIO OBJECTIVO EN ESTE ESPACIO.

Capítulo II

El plan de acción
[The Plan of Action]

La extensión del trabajo (el plan de acción, procedimiento, tarea) es la sección "cómo" de la propuesta. Trata de las actividades que usted va a desarrollar para alcanzar sus objetivos. Cuando usted escriba el procedimiento, sea específico; déjele saber al lector que usted ya ha desarrollado un plan de acción completo; sea usted entusiasta y dé una razón siempre que sea posible del por qué está haciendo lo que hace.

Si usted va a trabajar con participantes o clientes en su proyecto (por ejemplo, con maestros, estudiantes, los inválidos, los ancianos) descríbalos y explique cómo van a ser seleccionados. Su descripción debe incluir el nivel de capacidad del participante y la experiencia previa pertinente, así como también las variables demográficas apropiadas de sexo, raza y edad.

Si usted va a usar los materiales existentes, descríbalos, o describa los procedimientos que tendrá que pasar para encontrarlos. Describa quién va a usar los materiales, cuánto tiempo se usarán los materiales y cómo se va a determinar su efectividad.

Si usted va a desarrollar materiales, describa el formato propuesto y explique por qué se seleccionó este formato especial. También, debe dar un plan preliminar de algunos de los materiales que usted desarrolle, indicando qué fuentes se usarán en el desarrollo del contenido. (Si usted piensa solicitar fondos del PLEEM [WEEAP], usted debe desarrollar un producto.)

Si usted va a proveer servicios, describa dichos servicios, quién va a proveerlos, cómo el proveedor o proveedores van a ser entrenados, dónde se van a proveer los servicios, quiénes son los beneficiarios, y cómo van a ser seleccionados.

Si usted va a proveer el entrenamiento, describa cómo va a ser el entrenamiento del programa, cuánto va a durar, quiénes van a ser los entrenadores y entrenados y cómo van a ser seleccionados.

Si usted va a dirigir un estudio de investigación, describa la muestra, el diseño, el instrumento, el tratamiento y los procedimientos del análisis de los datos.

Mencione usted los problemas anticipados y las soluciones alternas a éstos. De este modo usted demostrará a los examinadores o revisores de la propuesta que usted ha pensado en todo y que sabe lo que está haciendo.

Prescindiendo de lo que usted va a hacer, usted debe incluir en la sección de extensión del trabajo una descripción de los productos o resultados que usted espera al finalizar el proyecto. Una explicación de cómo va a compartir (o diseminar) su información o productos con otros es importante. La mayoría de las agencias que conceden fondos están muy ansiosas de que, si su proyecto tiene éxito, comparta los resultados con otros. Algunas formas tradicionales de diseminar información son por medio de artículos de revistas profesionales, narraciones de periódicos y presentaciones en reuniones de asociaciones profesionales. Por desgracia, estos métodos tradicionales a menudo no alcanzan a las personas de mayor necesidad. Por lo tanto, cuando usted describa la diseminación, sea creativo y no tenga miedo de probar algunas ideas nuevas. El Programa de Ley de Equidad Educativa para la Mujer (PLEEM) [Women's Educational Equity Act Program (WEEAP)] se ha comprometido tan enérgicamente a la diseminación que ha designado su propio agente de diseminación para distribuir todos los productos del PLEEM [WEEAP].

Si su proyecto va a proveer servicios o entrenamiento, explique cómo va a continuar con el proyecto después que los fondos iniciales se hayan acabado. La mayoría de los agencias que conceden fondos más bien costearían un proyecto de entrenamiento o de servicio que tiene la posibilidad de hacerse autosuficiente que uno cuyo entrenamiento o servicios van a terminar cuando se acaben los fondos de la agencia. El compromiso de parte de una universidad, sistema de escuelas o agencia de servicio público para continuar por lo menos parte de un proyecto con éxito a menudo aumentará sus oportunidades de obtener fondos.

A continuación, se da un resumen de un plan de acción que le dará a usted una idea de las clases de información que debe incluir en la extensión de su propuesta. Este resumen se amplió y desarrolló en un capítulo de 40 páginas en la propuesta propiamente dicha.

Curso de estudios de la escuela secundaria
Resumen del plan de acción
Período de ejecución: 1 de octubre - 30 de septiembre

Investigación bibliográfica [Bibliography Search]. Se pondrá especial atención en localizar recursos sobre las mujeres norteamericanas nativas, negras, asiáticas, chicanas, del campo y del interior de la ciudad. Un ayudante de investigaciones a jornada normal dirigirá una búsqueda de escritos históricos, antropológicos y sociológicos, audiocintas, videocintas y películas acerca de las experiencias y luchas de la mujer, para uso en la escuela secundaria. Todos los materiales recogidos serán cuidadosamente revisados y los que sean útiles serán anotados para ayudar al maestro y al estudiante en la selección del material. Esta búsqueda y anotación continuará a lo largo del proyecto. Consultores de diversos orígenes culturales ayudarán en la anotación de la bibliografía.

Desarrollo preliminar del proceso [Preliminary Development of the Process]. Las estrategias de enseñanza y actividades estudiantiles serán conceptualizadas y escritas por dos fomentadores del curso de estudios y el director del proyecto durante el otoño (octubre-enero). Esta versión preliminar tendrá el formato de una guía para maestros. Las actividades serán desarrolladas y guiadas durante el semestre de otoño con la ayuda de maestros, estudiantes y consultores.

Prueba de control [Pilot Test]. Las actividades serán controladas durante un período de dos meses en una escuela grande de diversos grupos étnicos y en una escuela pequeña suburbana/rural étnicamente homogénea. El personal del proyecto se reunirá con los dos maestros cada semana para planear y recibir reacciones y también observará 2 o 3 veces por semana en cada aula. Esta fase guía resultará en una revisión completa en preparación para la prueba del campo científicoescolar.

Prueba de campo científicoescolar [Field Test]. El propósito de la prueba del campo científicoescolar es determinar la efectividad del proceso en una variedad de escenas o situaciones con un mínimo de ayuda del personal del proyecto, y conseguir información para la revisión final de la Guía del Maestro. Seis maestros enseñarán el proceso en localidades diversas (urbanas, rurales, étnicamente diversas, étnicamente homogéneas, de empleos profesionales y no profesionales) durante todo el semestre de primavera. Los maestros se reúnen una vez al mes con el personal del proyecto para evaluar el proceso. Además, el personal del proyecto observará en cada aula semanalmente. La Guía será revisada durante el verano y completada al finalizar el año del proyecto.

Evaluación [Evaluation]. Las pruebas tomadas al comienzo y al fin del semestre serán planeadas por el evaluador del proyecto para medir el progreso del estudiante durante el período de un semestre en las áreas siguientes: (1) logros en información concreta acerca de la mujer de su propia cultura y de las otras; (2) habilidad para diagnosticar en perfiles escritos de otras mujeres los papeles desempeñados por sucesos históricos, creencias culturales y preferencias personales que determinan las opciones de ocupación; (3) habilidad para proyectar sus propias preferencias de ocupación, especificando qué decisiones y formas de conducta podrían estar mayormente bajo su propio control y qué acontecimientos históricos y culturales podrían impedir o facilitar sus metas. Las pruebas se harán al comienzo y al final de la prueba del campo de estudio científicoescolar.

Productos finales [Final Products]. El personal del proyecto preparará: (1) la versión final de la Guía del Maestro; (2) la bibliografía anotada completa; y (3) el compendio del informe de evaluación.

Diseminación [Dissemination]. La Guía del Maestro será distribuida por todo el país por el Centro de Recursos [Resource Center] sobre los Papeles del Sexo en la Educación [Sex Roles in Education] (Washington, D.C.) o la Prensa Feminista [Feminist Press] (New York).

Capítulo III

El plan de evaluación
[The Evaluation Plan]

La evaluación responde a la pregunta: ¿Cómo sabrá usted que ha hecho lo que usted dijo que haría? La sección de evaluación de su propuesta debe presentar una descripción del estudio que usted realizará para determinar si el proyecto ha alcanzado sus objetivos. Al preparar su estudio, usted debe incluir ambos procedimientos de evaluación compendiada y formativa.

Evaluación compendiada [Summative Evaluation]

La evaluación compendiada (conocida también como evaluación de producto o de impacto) se refiere al proyecto en conjunto. La evaluación compendiada debe seguir muchas de las reglas del estudio de investigación. Por ejemplo, debe usar:

- solamente pruebas (instrumentos) válidas (miden lo que se proponen medir) y seguras (miden consistentemente)
- un número adecuado de sujetos (para poder asegurar que cualquier cambio en la posición o conocimiento de los sujetos puede ser atribuido a los productos del proyecto o al entrenamiento, más bien que a cualquier otro factor)
- la estadística apropiada para analizar la información (o los datos) recogida(os)

Si uno de los objetivos de su proyecto era "desarrollar una unidad relativa a la instrucción sobre el estereotipo del sexo en la educación que aumente el conocimiento de los maestros sobre dicho tema y reduzca su comportamiento estereotípico en el aula", una posible evaluación compendiada podría incluir lo siguiente:

- Desarrolle una prueba de selección múltiple sobre el estereotipo del sexo en la educación (o use una existente)
- Desarrolle una lista para la comprobación de datos del comportamiento estereotípico del maestro en el aula (o use una existente)
- Compruebe para asegurarse que la prueba y la lista para la comprobación de datos miden lo que usted quiere que midan (validación)
- Déle la prueba y la lista para la comprobación de datos a un mínimo de 100 maestros de tres escuelas diferentes

- Al azar (sin orden ni concierto) divida los maestros en dos grupos y haga que un grupo de cincuenta estudie la unidad
- Déle la lista para la comprobación de datos y la prueba a todos los maestros
- Determine si los maestros que tomaron la unidad cambiaron más sus actitudes que los que no tomaron la unidad .

Evaluación formativa [Formative Evaluation]

La evaluación compendiada le dirá, al completar el proyecto, si usted ha alcanzado sus objetivos, pero da poca información acerca de la calidad del proyecto día por día. Esta calidad es determinada por medio de la evaluación formativa (o proceso). La evaluación formativa está a cargo de las personas que trabajan en proyecto con la ayuda designada de evaluadores de afuera. Aunque usted debe incluir la evaluación formativa en la propuesta, su propósito verdadero es ayudarlo a usted y al personal del proyecto, durante las operaciones del mismo. La evaluación formativa le da a usted información acerca de cómo las cosas van progresando y le ayuda a ver si el proyecto va bien encaminado. Si la evaluación compendiada resulta en un informe pobre o de pocos méritos, es demasiado tarde para remediarlo--el proyecto está concluido; sin embargo, si la evaluación formativa resulta en un informe deficiente, hay tiempo para averiguar el error y hacer algunos cambios.

Una evaluación formativa del objetivo para desarrollar una unidad relativa a la instrucción sobre el estereotipo del sexo en la educación podría incluir:

- reuniones semanales con el personal del proyecto para determinar si el desarrollo de la unidad marcha de acuerdo con el plan de tiempo
- informes sobre el progreso mensual, bimestral o trimestral
- repaso de la unidad por todo el personal del proyecto para verificar su exactitud, claridad y totalidad
- repaso de la unidad por un experto sobre el esteriotipo del sexo en la educación, que no esté comprometido en el proyecto, para verificar el interés, exactitud, claridad y totalidad del trabajo
- una prueba del campo científicoescolar (o muestra preliminar) de la unidad completa por quince maestros por lo menos, a quienes se les pide que completen un cuestionario acerca de lo que les gustó y de lo que no les gustó de la unidad

Si usted descubre un problema en cualquier punto de la evaluación formativa, usted puede corregirlo antes de que concluya el proyecto. Tenga en cuenta que un buen plan de evaluación debe incluir componentes compendiados y formativos.

Al escribir esta sección de la propuesta, hay varias preguntas que usted necesita contestar:

- ¿Qué es lo que se va a evaluar?
- ¿Cómo y por qué va a ser evaluado?
- ¿Cuándo se va a llevar a cabo la evaluación?
- ¿Quién va a llevar a cabo la evaluación?
- ¿Cómo van a ser empleados los resultados de la evaluación?

Cada una de estas preguntas será explicada a su turno.

Puntos a evaluarse [What is to be Evaluated]

Qué es lo que va a ser evaluado sencillamente quiere decir que usted tiene que determinar los factores a evaluarse. Hay varias cosas que usted puede hacer para facilitar la tarea. Primero, puede leer el paquete de la solicitud de la subvención para averiguar lo que la agencia dice acerca de cómo debe ser evaluado el programa propuesto. La mayoría de las agencias federales declaran en el paquete de solicitud y en el Registro federal [Federal Register] que un cierto número de puntos serán concedidos para el plan de evaluación y que este plan debe incluir modos para evaluar ciertos datos, tales como el logro de los objetivos para el programa propuesto.

La segunda, use su plan de acción del proyecto propuesto y trate de proponer una lista de datos que usted crea que tendría sentido evaluar. Como usted probablemente sabe, esta tarea es un tanto subjetiva. Algún entrenamiento y experiencia en la metodología de evaluación sería conveniente. A menos que usted haya tenido entrenamiento y experiencia en este campo, sería prudente consultar a un especialista en evaluaciones.

Métodos de evaluación [How Will it be Evaluated?]

Digamos, por ejemplo, que usted ha decidido que la evaluación del proyecto va a tratar sobre la medida del éxito alcanzado en el cumplimiento de los objetivos del proyecto. Digamos, también, que usted ha decidido que su evaluación va a versar sobre si las actividades propuestas fueron llevadas a cabo según planeadas y si surgieron algunos problemas al efectuar dichas actividades.

Una vez hechas estas decisiones, tendrá que hacer una lista de los modos en que usted piensa evaluar el logro de cada objetivo. Al ejecutar esta tarea, hay que tener en cuenta la cantidad de dinero que usted tendrá para gastar en la evaluación. Mientras que la mayoría de los evaluadores tal vez discutiría que es una buena idea usar varios métodos para medir si cada objetivo fue alcanzado, su presupuesto podría ser tal que usted puede permitirse usar sólo un método. El método especial (o métodos), por ejemplo observación, entrevistas, etc., que usted use para evaluar el logro de un objetivo dado debe ser determinado por la naturaleza del programa propuesto y su conocimiento de la metodología de evaluación. En todo caso, usted necesitará seleccionar o desarrollar instrumentos apropiados de evaluación. Los instrumentos incluyen pruebas, horarios de observación, guías de entrevistas y cuestionarios.

Consulte el Anuario [Yearbook] de Buros, localizado en la sección de consulta de la mayoría de las bibliotecas públicas y universitarias, para ver qué clases de instrumentos han sido ya desarrolladas. También, el PLEEM [WEEAP] concedió recientemente fondos a los Institutos Norteamericanos para la Investigación [American Institutes for Research] en Palo Alto, California, para producir una Colección de documentos para un estudio histórico [Sourcebook] sobre instrumentos relacionados a la equidad educativa para la mujer (tales como actitudes o posiciones hacia los papeles del sexo y el sexismo, equidad en aconsejar, comportamientos estereotipos del sexo, intereses de carreras y planes, oportunidades y habilidades de mando, cambios en los conceptos de sí misma y cambio institucional). Para más información, escriba a Kathy Williams, AIR, P. O. Box 113, Palo Alto, CA 94302.

Si usted no puede hallar los instrumentos existentes que satisfacen sus necesidades específicas, entonces usted puede desarrollar sus propios instrumentos de evaluación. Cualquier instrumento que usted desarrolle, sin embargo, debe ser aprobado por la Oficina de Administración y Presupuesto (OAP) [Office of Management and Budget (OMB)] en Washington, D.C., antes de usarlo. El personal de OAP [OMB] va a revisar su instrumento para tales cosas como: validez (mide lo que pretende medir), necesidad (es necesario para llevar a cabo el estudio). El OAP [OMB] decidirá si el instrumento vale la pena, si impone o no una carga indebida sobre los participantes, y si el uso del instrumento supone una violación de la intimidad del participante. Usted deberá esperar cuatro o cinco meses para la aprobación del instrumento.

Una vez que usted haya decidido cómo va a evaluar el logro de cada objetivo para el proyecto que usted propone, su próximo paso es determinar cómo va a averiguar si las actividades en su programa lograron el efecto y los resultados esperados. Si, por ejemplo, una de las actividades es dirigir un cursillo en los estilos efectivos de administración para mujeres en la educación, usted podría evaluar el impacto de este cursillo en los participantes dándoles un cuestionario antes y después del cursillo [pre/post] que contiene preguntas relacionadas con el contenido del cursillo.

Además de indicar cómo van a ser evaluados el logro de los objetivos y la implementación de las actividades del programa, usted debe también explicar cómo se evaluarán los productos desarrollados o la sesión de entrenamiento dirigida por su programa. Por ejemplo, si su programa desarrolla materiales de entrenamiento tales como manuales o películas, usted debe mencionar cómo va a demostrar su validez. Una manera de evaluar los materiales de entrenamiento es llevar a cabo un análisis del contenido, nivel de dificultad y de la propiedad de aplicación desde el punto de vista de los objetivos relativos a la instrucción y características de la población que se va a servir.

Finalmente, al discutir cómo va a evaluarse su proyecto, usted debe incluir en su plan de evaluación una descripción breve de las técnicas de estadística que van a ser empleadas para analizar los datos recogidos. Si usted tiene poco o ningún conocimiento de estadística o técnicas de evaluación, una fuente excelente de información es la Enciclopedia de evaluación educativa [Encyclopedia of Educational Evaluation] por Scarvia B. Anderson, Samuel Ball, Richard T. Murphy y Associados (San Francisco: Jossey-Bass, 1975).

Fecha de evaluación [When Will the Evaluation be Conducted?]

Su plan de evaluación también debe incluir una guía de tiempo para llevar a cabo las actividades de evaluación. Esto es importante por dos razones principales. Primero, permite que la agencia que concede los fondos sepa que usted ha planeado cuidadosamente las tareas de evaluación y tiene una idea de la cantidad de tiempo que va a llevar el completarlas. Segundo, una guía de tiempo para llevar a cabo las tareas de evaluación puede servirle de ayuda como guía de planeamiento. Le permite planear mejor sus actividades y le premite saber si su progreso es apropiado. La evaluación debe comenzar tan pronto como comienza su proyecto; no cometa el error de esperar antes de poner a trabajar a su evaluador, porque puede que usted pierda alguna información importante.

Encargado de la evaluación [Who Will Conduct the Evaluation?]

La respuesta a esta pregunta debe informar al examinador de la propuesta si la evaluación del programa va a ser hecha por el personal del proyecto o por una empresa de afuera o un individuo. Un punto que ha recibido bastante atención en las publicaciones sobre evaluación tiene que ver con los beneficios relativos de emplear evaluadores "internos" o, por el contrario, "externos". El punto fundamental de esta controversia es la idea de objetividad. Las personas que creen en la evaluación interna sostienen que los evaluadores internos (parte del personal del proyecto) están en mejor posición para evaluar el programa porque están más familiarizados con él. Por otra parte, aquéllos que favorecen la evaluación externa mantienen que los evaluadores externos pueden ser más objetivos porque no son miembros del personal del programa y no tienen intereses creados en su éxito.

Compruebe para ver si la agencia que concede los fondos tiene requisitos concernientes a si su evaluación debe ser dirigida por un evaluador externo o interno. Si no lo especifican, use su discreción y justifique su elección.

Uso de los resultados de la evaluación [How Will Evaluation Results be Used?]

Bajo este encabezamiento, usted debe tratar de lo que se va a hacer con cada parte de la evaluación; por ejemplo, si los resultados de la evaluación van a ser usados para planear o mejorar el programa, los productos, o las maneras de llevar a cabo el programa (formativo) o si se van a usar los resultados para justificar actividades pasadas (compendiadas). Usted debe también referirse a la forma de comunicar los resultados de la evaluación al personal del programa, a las personas beneficiadas por el programa y a la agencia que concede los fondos.

El suplemento [The Supplement] da ejemplos de planes de evaluación de varias propuestas, así como también una bibliografía de referencias sobre la evaluación. Usted puede consultar dicho material si lo considera necesario.

Capítulo IV

El plan administrativo
[The Management Plan]

Un componente muy importante en la solicitud para una subvención, pero que a menudo se pasa por alto, es el plan administrativo. Es la explicación de como va usted a hacer todo aquello que prometió y quién va a ayudarle. Las agencias ponen especial atención a los planes administrativos de las organizaciones que no han tenido experiencia previa en subvenciones. Por desgracia, la mayoría de las organizaciones que no ha tenido experiencia previa en subvenciones, por lo general, tampoco ha tenido experiencia administrativa. El plan administrativo fue una sección que fue mencionada como consistentemente débil en las solicitudes para subvenciones presentadas al programa de la LEEM [WEEAP] en 1977. Si su organización no tiene experiencia administrativa, puede considerar la posibilidad de pedirle ayuda a un administrador con experiencia de una corporación o de servicios públicos para elaborar su plan administrativo. La sección de esta Guía sobre "La dinámica exitosa del proyecto" le ayudará a desarrollar el plan administrativo de su propuesta.

Hay cuatro secciones de información que deben incluirse en su plan administrativo:

- el personal (quién va a trabajar en su proyecto)
- la organización (cómo va a trabajar el personal entre sí)
- el horario (cuándo se van a llevar a cabo las actividades)
- la capacidad institucional (las facilidades que posee su organización y que convienen a su proyecto)

La plantilla del personal [Staffing]

La sección de la plantilla del personal de su plan administrativo debería indicar las plazas del personal de su proyecto, con los nombres de las personas que las llenan, si usted sabe quiénes van a ser, y la cantidad de tiempo que van a trabajar (e.g., 50%, 100%, etc.). Cerciórese de que su organización le permite nombrar el personal antes de que se le conceda la subvención; es posible que usted tenga que seguir procedimientos prescriptos de empleo. Una breve descripción de la capacidad de cada persona nombrada en la plantilla debería ser incluida en un apéndice a la propuesta. Incluya los nombres y el papel que desempeñan los consultores y miembros de la junta asesora (si usted piensa utilizarlos) así como también el personal según ha sido propuesto en su sección de la plantilla. Cuando usted escribe ya sea la descripción de la capacidad o el resumen completo, recuerde que una experiencia informal sin pago tiene tanto valor como otra formal con pago. La descripción de la capacidad del personal debería incluir toda la experiencia que cada persona ha tenido que pueda ser útil en el proyecto, no importa si la experiencia fue adquirida en el trabajo, en la escuela o fuera de la escuela. Por ejemplo, una persona que haya presidido con éxito los programas de una APM (Asociación de Padres y Maestros) [PTA] durante dos años ha desarrollado muchas de las mismas habilidades que un coordinador del servicio público de una universidad.

Si usted necesita ayuda en preparar resúmenes, muchos centros de recursos de la mujer proveen ese servicio. Puede que usted quiera también usar como guía el siguiente ejemplo de una descripción preparada para un proyecto específico:

> Anna Valerian, fomentadora del plan de estudios (50% tiempo)
>
> La Sa. Valerian es la directora del Programa de Estudios de la Mujer en el Distrito de Escuelas de Groveland. Durante los cuatro años desde que la Sa. Valerian creó este programa, ella ha sido responsable del desarrollo de las técnicas de entrenamiento de maestros y de unidades del plan de estudios a los niveles de todos los grados. Tres de las unidades que la Sa. Valerian ha desarrollado son: Mujeres asiáticas en América, Poetisas negras y La diversidad en las familias. Estas y otras unidades son asequibles a los distritos escolares en todos los EE.UU.
>
> La Sa. Valerian, que tiene quince años de experiencia como maestra de escuela secundaria, en historia, estudios sociales y humanidades, fue anteriormente directora de la primera escuela experimental en el sistema de escuelas de Groveland, y actualmente es instructora de un taller con el Proyecto Avance en la Universidad de San Francisco. Ella tiene amplia experiencia con agencias multiculturales, y es licenciada en historia.
>
> Las responsibilidades de la Sa. Valerian serán:
>
> - desarrollar una versión preliminar de la Guía de Maestros, en colaboración con los maestros y consultores
> - observar el uso de la Guía de Maestros en clases de prueba [pilot classrooms] y en pruebas del campo científicoescolar
> - revisar la Guía de Maestros, utilizando la información recogida en la observación de las clases, y la suministrada por estudiantes y maestros
> - desarrollar la versión final de la Guía de Maestros

Si usted no sabe quién va a ser el personal de su plantilla, escriba una descripción del trabajo para cada plaza que va a ser ocupada. Una descripción del trabajo es una breve declaración de los deberes y responsibilidades para un trabajo particular. Por ejemplo, una descripción del trabajo para un ayudante de investigación podría ser el siguiente:

> Ayudante de investigación -- vacante (75% tiempo)
>
> El ayudante de investigación tendrá las responsabilidades siguientes:
>
> - Bajo la dirección del equipo administrativo, recopilar y anotar una bibliografía de todos los materiales impresos y audiovisuales disponibles acerca de la mujer que proviene de diferentes clases y fondos culturales, étnicos y raciales de los EE.UU., que sean pertinentes al plan de estudio propuesto.
> - Desarrollar preguntas de estudio para ser incluidas como parte de las anotaciones en la bibliografía, y hacer recomendaciones al equipo administrativo en cuestiones de estudio críticas y relevantes para ser incorporadas en la Guía de Maestros.
> - Procurar y emplear(con la ayuda y aprobación del equipo administrativo) consultores capacitados y con experiencia, de las diferentes clases y fondos culturales, étnicos y raciales, para repasar porciones de la bibliografía en busca de calidad, propósito cultural y significado.
> - Corregir porciones de la Guía de Maestros según fuera necesario.

Puede ser que la agencia que otorga la subvención le pida que presente un plan de actividades. Esto es una relación detallada del tiempo (días, o semanas, o porcentage de tiempo durante el año) que cada persona de la plantilla y consultante deberá emplear en cada tarea importante que usted ha delineado. Un ejemplo de tal plan de actividades se presenta en el cuadro que sigue.

PLAN DE ACTIVIDADES
[PERSONLOADING CHART]

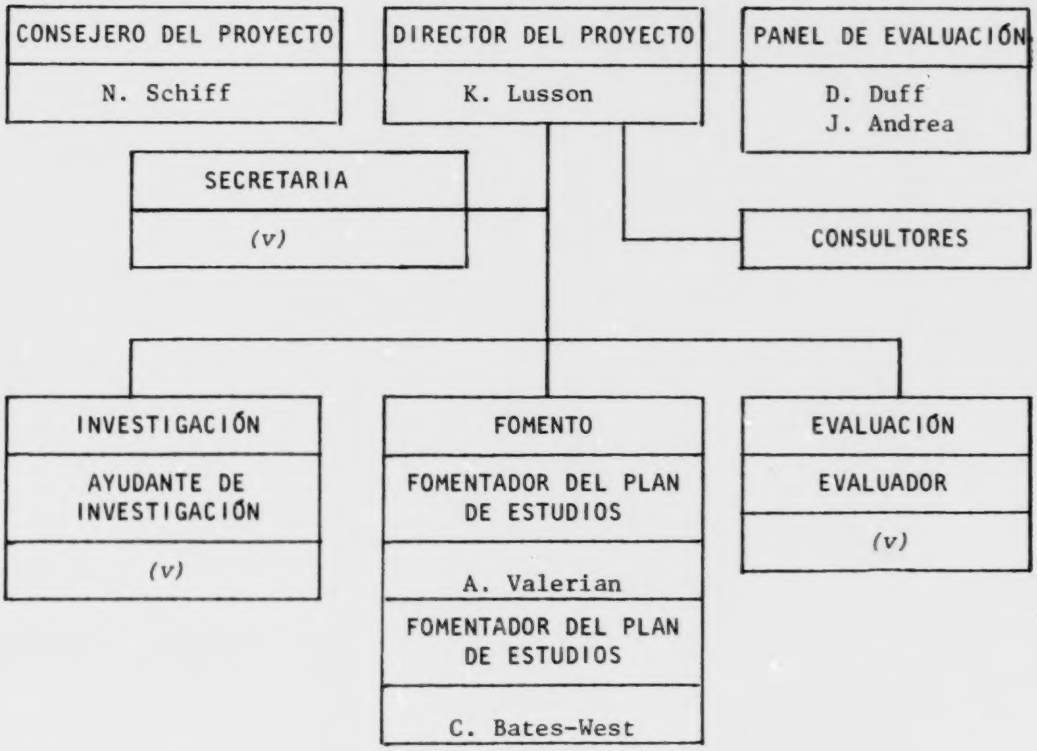
Esfuerzo de la plantilla	DÍAS TOTAL	DÍAS DE ESFUERZO PARA CADA ACTIVIDAD								
		Materiales de entrenamiento	Plan de taller	Procurar participantes	Preparar entrenadores	Dirigir talleres	Revisar materiales	Informe final	Sistema de información	Administración del proyecto
Director del proyecto	220	40	30	10	20	40	25	10	6	39
Asociado al proyecto	175	5	20	40	35	40	30	5		
Coordinador del proyecto	175	5	30	30	35	40	30	5		
Evaluador del proyecto	45		15				15	10	5	
Ayudante administrativo	220	55	20	20		10	65	10	6	34
	835	105	115	100	90	130	165	40	17	73

Organización [Organization]

Junto con una descripción de la plantilla del personal del proyecto y su tarea, usted debe describir la estructura administrativa, u organización, de su proyecto, incluyendo las líneas de autoridad y responsabilidad. Hay una presentación de dos modelos administrativos, los modelos de jerarquía y de consenso, en la sección "La dinámica exitosa del proyecto". Un plano sencillo de organización sería de esta manera:

PLANO DE ORGANIZACIÓN

(Modelo Jerárquico)



(v) = vacante

La sección de organización de su plan administrativo debe incluir también:

- una discusión exponiendo la razón por la cual se escogió el plan administrativo designado; cómo va a asegurar el uso efectivo y eficiente de personas y materiales; cómo va a asegurar el logro de los objetivos del proyecto y su terminación dentro de los límites de tiempo, personal y dólares
- medidas para la supervisión del personal y evaluación
- medidas para la comunicación del personal, reuniones, etc.
- una descripción de las personas para quienes se destina la ayuda propuesta por el proyecto
- una discusión de planes específicos para esfuerzos de cooperación con otros grupos con intereses similares, si esto encaja dentro de su idea total de la propuesta
- un examen de los factores que podrían impedir o acelerar el proyecto, y de cómo estos podrían ser tratados

Una nota de precaución: si su organización favorece el modelo de estructura de consenso de grupo que hace las decisiones en lugar del modelo jerárquico tradicional presentado en el plano de organización (con un director que hace la mayor parte de las decisiones), tenga usted en cuenta que la agencia que otorga la subvención exigirá que se nombre un director del proyecto o investigador principal. Esa persona será responsable del proyecto completo, y también será el funcionario de contacto del proyecto con la agencia que hace el donativo.

Programa de tiempo [Time Schedule]

Su plan administrativo debe incluir un plano que indique las actividades que van a tener lugar, a qué hora y por cuánto tiempo. El plan siguiente sirve de ejemplo.

En su programa de tiempo, tome en cuenta el tiempo necesario para emplear personal y establecer una oficina (si esto es apropiado), y el que se pierde por circunstancias fuera de su control, tales como demoras de imprenta, demoras en la reunión de datos, en el correo durante los días de fiesta, etc. Si es posible, tómese un 10% del tiempo total. Recuerde también que algunas veces la fecha del comienzo del proyecto puede cambiar según la longitud del tiempo necesario para examinar la propuesta y el proceso de negociaciones. También debe tener en cuenta que la terminación del informe final no siempre indica el fin del proyecto. Puede requerirse más tiempo para corregir, mecanografiar y duplicar el informe.

Un programa de tiempo bien planeado y organizado muestra a la agencia que va a otorgar la subvención que usted está abordando su tarea de una forma realísta y específica. Usted verá que a menudo va a referirse al programa de tiempo, a medida que su proyecto progresa, para mantener su horario. También es útil en la evaluación formativa como un instrumento para medir el progreso del proyecto.

PROGRAMA DE TIEMPO PARA EL CURSO DE ESTUDIOS SECUNDARIOS

1978 1979

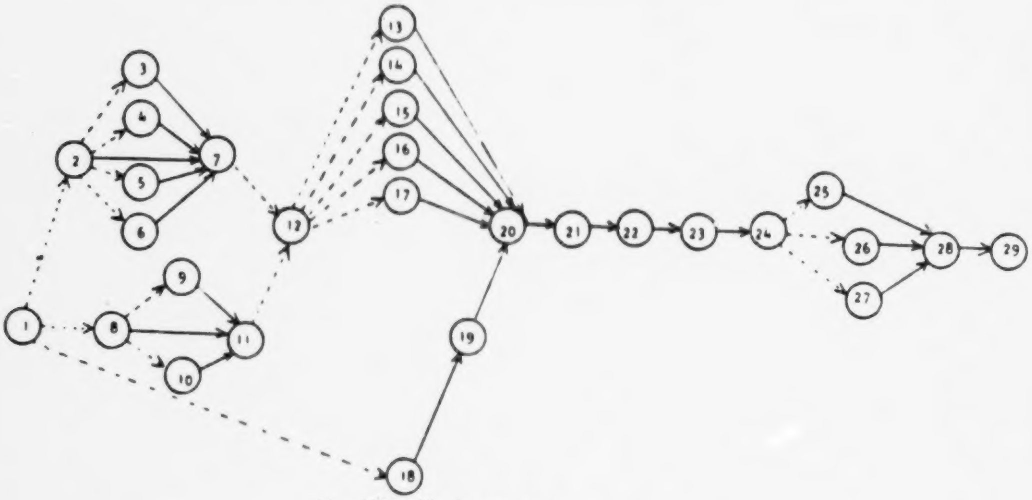
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Empleo de personal												
Desarrollo del texto preliminar de la Guía de Maestros												
Preparación de la bibliografía anotada												
Desarrollo y prueba de los medios de evaluación												
Prueba de control												
Revisión de la Guía de Maestros												
Planeamiento de la diseminación												
Administración de la prueba previa, Prueba del campo científicoescolar												
Prueba del campo científicoescolar de la Guía de Maestros												
Revisión de la Guía de Maestros												
Administración de la prueba posterior, Prueba del campo científicoescolar												
Análisis de los datos de las pruebas del campo científicoescolar												
Informe de la evaluación compendiada e informe final												

Tabla de TERP [PERT Chart]

Otra adición posible a su plan administrativo en su programa de tiempo es un diagrama TERP (Técnica de Estudio y Evaluación del Programa) [PERT--Program Evaluation Review Technique]. Esto es una representación pictórica de las actividades del proyecto que muestra sus interrelaciones y prioridades de terminación. No indica ningún tiempo específico para las tareas y, ya que es complejo, antes de desarrollarlo, entérese si la agencia lo requiere. Si desea aprender a preparar y utilizar los diagramas TERP [PERT], lea Desmond Cook, Técnica de estudio y evaluación del programa: Aplicaciones para la educación [Program Evaluation and Review Technique: Applications in Education] (Washington, D.C.: Superintendent of Documents, 1971).

Lo que sigue es un ejemplo de un diagrama TERP [PERT]. Las líneas sólidas significan una tarea verdadera que consume tiempo y que depende del suceso anterior. Una línea de puntos es una tarea nula que no consume tiempo, pero que indica también una dependencia del suceso anterior.

Figure 41.—Red sumaria para el proyecto del curso de estudios.



Identificación de sucesos

1. Comienzo del proyecto
2. Comienzo de los objetivos
3. Comienzo de la evaluación de ideas
4. Comienzo de la evaluación psicológica
5. Comienzo de la evaluación del contenido
6. Comienzo de la evaluación de medición
7. Terminación de los objetivos
8. Comienzo de la estructuración
9. Comienzo de la determinación
10. Comienzo de la evaluación
11. Terminación de la estructuración
12. Comienzo de los materiales de instrucción
13. Comienzo del manual para maestros
14. Comienzo del material para estudiantes
15. Comienzo de los medios audiovisuales
16. Comienzo de la evaluación
17. Comienzo de las referencias
18. Comienzo de los procedimientos de diseminación
19. Comienzo de la elección de escuelas
20. Comienzo de la distribución del material
21. Comienzo de la puesta en práctica
22. Comienzo de la evaluación
23. Comienzo de los materiales finales
24. Terminación de los materiales finales
25. Comienzo de las publicaciones
26. Comienzo de la orientación para maestros
27. Comienzo de la orientación administrativa
28. Comienzo de la orientación del público
29. Terminación del proyecto

(Cook, 1971, p. 55.)

Capacidad institucional
[Institutional Capacity]

Algunas de las fuentes de subvenciones piden amplia información a cerca de las capacidades y facilidades de su organización que aseguran el éxito de su proyecto. El programa de la LEEM [WEEAP], por ejemplo, hace énfasis en la experiencia con la equidad educativa de la mujer tanto de la organización como del personal nombrado en la propuesta. Esta experiencia podría ser revelada mediante la descripción de otros proyectos que han sido completados o están en vías de completarse por su agencia y que están relacionados con la equidad educativa, haciendo una lista de productos que han sido desarrollados por otros en su agencia y describiendo los cursos ofrecidos o las reuniones que trataron con la equidad educativa, etc.

Otra información pertinente para ser incluida en su sección de capacidad institucional trata de las facilidades: el taller de imprenta o la máquina de duplicar, una biblioteca o acceso a una biblioteca, una computadora para analizar los datos, asesoría contable, buenas relaciones con la comunidad, un buen programa de acción afirmativa, posición geográfica, experiencia con el tipo de proyecto que usted propone, y la experiencia de las otras personas en la organización a quienes se puede llamar para ayudar en su proyecto.

Si usted pertenece a una organización pequeña o nueva que no dispone de la clase de capacidad de muchas de las grandes agencias, aún es posible escribir esta sección de capacidad institucional, indicando que usted tiene aceso a las facilidades necesarias, obteniendo cartas de apoyo de grupos con quienes usted ha trabajado que atestigüen su experiencia en el trabajo que usted propone. Sobre todo, sea usted creativo en convencer a la agencia que hace la subvención que su organización es estable y que tiene los recursos para completar con éxito el trabajo que usted propone.

Capítulo V

El presupuesto
[The Budget]

Ahora que ya ha discutido lo que va a hacer con su idea y cómo va a hacerlo, usted necesita averiguar cuánto va a costar. Si usted ha escrito una propuesta bien pensada y completa, el escribir un buen presupuesto justificable no es tan difícil. Si, por el contrario, su propuesta es incompleta, escribir un buen presupuesto es casi imposible.

El presupuesto para su programa amplifica su solicitud para la subvención, indicando los recursos que usted necesita para completar su proyecto. Estos recursos incluyen el tiempo de las personas, gastos de viaje, consultores y otros gastos en que se va a incurrir para completar el esfuerzo que usted describe en la porción técnica de su solicitud para la subvención. Como tal, su presupuesto ayudará a los examinadores a que tengan una idea clara de lo que usted planea hacer.

PAUTAS GENERALES [GENERAL GUIDELINES]

Uno de los primeros puntos que usted debe recordar acerca del presupuesto para su proyecto es no menospreciar sus costos. Si usted dice que va a hacer un proyecto que debe costar $50.000 por $10.000, la mayoría de los examinadores recomendarán que no se otorgue la subvención porque no habría bastante dinero para efectuar bien el proyecto. Por otra parte, si la subvención se otorga a un presupuesto mal calculado, usted tendrá que hacer menos de lo que prometió, o pagar la diferencia de su propio bolsillo, o tratar de obtener más dinero de la agencia. Ninguna de estas alternativas es particularmente atractiva; evítelas al no menospreciar sus costos.

Este consejo es especialmente importante durante las negociaciones si las agencias que dán la subvención le pidieran que hiciera usted una rebaja en los costos. Durante este tiempo, es importante rebajar solamente aquellos costos que corresponden a las reducciones en la extensión de su trabajo o aquellos costos que usted puede eliminar cambiando el método o la cantidad de su trabajo.

Ayuda para los detalles del presupuesto
[Assistance with Budget Details]

Según usted planea su presupuesto, puede encontrar ayuda en muchas personas. La Oficina de Subvenciones u Oficina de Negocios (de una universidad o fundación) probablemente tiene experiencia en la preparación de presupuestos. Las personas que han recibido subvenciones en el pasado deben estar familiarizadas con la preparación de presupuestos. La información sobre el costo para los servicios que usted piensa obtener, tales como viajes, consultores, suministros o materiales, pueden ser calculados hablando con las personas que proveen estos servicios.

Inflación [Inflation]

Al planear su presupuesto, una manera de asegurar que no se menosprecien los costos es tomar en cuenta la inflación. A menudo los presupuestos son preparados de seis meses a un año antes que el programa comience en realidad, y abarcan un período de ejecución de un año o más. Es prudente, por consiguiente, añadir un factor de inflación a los costos corrientes en una proporción que usted considere que cubriría el aumento de costos que usted va a confrontar durante el proyecto.

Es especialmente importante proveer para los aumentos de costos corrientes de sueldos. El personal de su plantilla a menudo recibirá aumentos de sueldo anuales, o más frecuentes. Trate de anticipar estos incrementos de sueldo y proveer para ellos en su presupuesto.

Justificación [Justification]

No deje usted de explicar todos los detalles del presupuesto para que un examinador o revisor pueda comprender para qué son los costos y cómo se computaron. Algunos de los detalles que frecuentemente causan reparos son grandes sumas de dinero para viajar, costos de computadora, estipendios a dependientes, suministros, muebles y equipo.

Una declaración de gastos apropiada que explique y justifique en forma precisa cada detalle (e.g., salario del director del proyecto, etc.) y cómo fue calculado (e.g., 50 días a $84,00 por día), le ayudará a recordar los demás gastos a incluirse en cada categoría del presupuesto.

LO QUE DEBE BUSCAR EN SU PAQUETE DE SOLICITUD DE LA SUBVENCIÓN [WHAT TO LOOK FOR IN YOUR GRANT APPLICATION PACKAGE]

El paquete de solicitud de subvenciones se usa para casi todos los programas subvencionados por el gobierno federal. Cada fundación, sin embargo, utiliza su propio método para la difusión de información a las subvenciones. Si usted busca fondos del gobierno federal, necesita obtener un paquete de solicitud de subvenciones de aquella agencia en particular que concede los fondos para el proyecto. Si busca fondos de una fundación, debe escribir a esa fundación pidiendo instrucciones y su paquete con la información para la solicitud de la subvención.

Tipo de acuerdo [Type of Agreement]

El paquete de solicitud describirá exactamente qúe tipo de acuerdo se aplicará. Las fundaciones casi siempre proveen "subvenciones". Las agencias federales, sin embargo, pueden proveer o bien un contrato o una subvención.

Las subvenciones federales son siempre "reembolso de costos"; es decir que le hacen a usted un reembolso por los costos incurridos en el proyecto que propone en una cantidad igual a la de la subvención. Por consiguiente, si usted recibe un pago por adelantado por la cantidad total de la subvención, tendrá que hacer un reembolso de los fondos no gastados.

Restricciones de la agencia
[Agency Restrictions]

Opción [Eligibility]

A veces, los fondos federales para subvenciones se limitan solamente a ciertos tipos de individuos y/o de organizaciones. Ya que es importante que usted no pierda tiempo solicitando una subvención a la cual no puede optar, usted debe examinar cuidadosamente los requisitos en el paquete de solicitud de la subvención. Si el paquete no trae una información clara sobre los requisitos, consulte las páginas del Registro Federal [Federal Register] que por lo regular se incluyen en su paquete. Si todavía tiene preguntas, comuníquese con la persona indicada en el paquete ["for further information" person].

Construcción y equipo [Construction and Equipment]

Por lo común, el gobierno federal prohibe el empleo de sus subvenciones para equipo o construcción de facilidades. El paquete de solicitud indicará cuándo se permite tal empleo de fondos.

Cargos indirectos (Gastos)
[Indirect Charges (Expenses)]

Algunas reglas federales limitan los "cargos indirectos" (aquellos cargos o gastos que no pertenecen específicamente al proyecto) a un porcentaje fijo de los gastos totales. Examine usted cuidadosamente estas restricciones, especialmente en las "subvenciones para entrenamiento".

Emparejamiento de fondos - Distribución de costos
[Matching Funds - Cost Sharing]

Las fundaciones y las agencias del gobierno federal a menudo consideran los gastos que ha hecho su organización en lo relativo a los objetivos del proyecto como una medida de su compromiso con el proyecto. A estos gastos se les conoce con el nombre de distribución de costos. La distribución de costos es un requisito para obtener subvenciones en el Departamento de Salubridad, Educación y Bienestar Social [Department of Health, Education and Welfare (DHEW)] y también para las subvenciones de otras agencias. El paquete de la solicitud de la subvención por lo general explica los requisitos de la distribución de costos.

Casi todos los proyectos pueden mostrar fácilmente algún tipo de distribución de costos. Ya que la distribución de costos es una manera tan excelente para demostrar su dedicación al proyecto, usted debe considerar la distribución de costos en casi todos los proyectos, aún cuando no sea requerida. Tales servicios como el tiempo empleado por una junta asesora voluntaria, la participación de maestros, las personas dedicadas al bienestar social, u otras personas sin pago, u otros tipos de servicios que pueden ser adquiridos para el proyecto sin costo alguno, pueden propiamente ser empleados para mostrar la distribución de costos en muchos casos.

De vez en cuando, las agencias requieren dinero en efectivo, o "emparejamiento de divisa convertible" para la distribución de costos. En ocasiones, dichos montos pueden exceder sus recursos; por lo tanto, averigüe si el ofrecer dinero en efectivo es parte de los requisitos de distribución de costos de su solicitud.

Período de ejecución [Period of Performance]

El paquete de solicitud de la subvención describe el período de ejecución. A menudo hay sólo un período de ejecución, lo que hace el planteamiento del presupuesto relativamente simple. Sin embargo, usted debe investigar si hay cláusulas poco usuales tales como la que requiere que usted provea un presupuesto durante los primeros seis meses seguido por otro presupuesto durante los próximos dieciocho meses, o presupuestos por "fases" del trabajo.

Disponibilidad de fondos [Availability of Funds]

El paquete de solicitud de la subvención indicará la cantidad total de fondos disponibles para el programa, los montos de las subvenciones a concederse, la cantidad promedio concedida para subvenciones individuales, y el número aproximado de subvenciones a concederse en cada categoría; por ejemplo, subvenciones pequeñas, nuevas subvenciones generales, proyectos que continúan, etc.

Es permisible subir o bajar del nivel de fondos sugerido, pero usted debe explicar el por qué si fuese necesario.

Términos y condiciones [Terms and Conditions]

Cada paquete de solicitud de las subvenciones federales explica las condiciones individuales de su propia subvención. A continuación se dan algunos de los términos y condiciones más usuales.

Estipulaciones del costo [Cost Provisions]

La mayoría de las subvenciones del DHEW son expedidas bajo el Código del Reglamento Federal [Code of Federal Regulations], 45CFR Parte 100, 100a, 100b, según el tipo de organización que usted representa. En todo caso, el paquete de solicitud de la subvención describirá las estipulaciones del costo vigentes.

Restricciones para consultas [Consultant Restrictions]

Las subvenciones federales por lo general restringen los pagos a consultores a un máximo de $100 diarios, a menos que exista la aprobación previa para un pago mayor.

Viajes [Travel]

Algunas subvenciones especifican exactamente qué gastos de viaje van a ser pagados y a qué niveles exactamente. Otros le permitirán a usted cobrar según las reglas normales y razonables de su propia agencia.

Otros términos y condiciones [Other Terms and Conditions]

Averigüe usted las restricciones de:

- Imprenta--probablemente se exige que usted envíe los trabajos extensos a la Oficina de Imprenta del Gobierno [Government Printing Office].
- Producciones audiovisuales--probablement requiere aprobación; conceda usted un mínimo de 30 a 45 días.
- Transferencia de costos por categorías--los gastos pueden estar limitados por categorías (sueldos, viajes, etc.). Esto significa que aunque fuese a ahorrar dinero en sueldos, por ejemplo, no podría adquirir suministros adicionales necesarios.

FORMATOS DEL PRESUPUESTO [BUDGET FORMATS]

El paquete de solicitud de la subvención describe cuáles de los formularios comunes del gobierno federal se necesitan para la presentación del presupuesto. Casi todas las subvenciones del DHEW exigen un presupuesto en el formulario 608T [Form 608T], el cual especifica los costos por categorías. Las fundaciones a menudo aceptan los formularios que usted prepara para presupuestos, pero debe consultar con la fundación para cerciorarse de que su formulario será aceptado por ésta. Al final de este capítulo se incluye un formulario 608T de muestra.

Presupuesto por categorías generales [Object Class Category Budget]

"Las categorías generales" son los tipos de gastos que usted va a tener en su programa, por ejemplo, "salarios", "viajes", "consultores", "suministros", "gastos administrativos y generales". Un presupuesto por categorías dará solamente las cifras de los montos totales para cada una de estas categorías.

Presupuesto por categorías detalladas [Line Item Budget]

Este presupuesto explica, dentro de cada categoría general, los datos individuales de los gastos que se harán. Por ejemplo, en el dato del personal, las categorías detalladas enumerarían los sueldos de las plazas individuales del trabajo del proyecto. El total de estos datos sería el total de la categoría general de su subvención. Cada categoría del presupuesto se justifica describiendo qué es y cómo se calcula el costo.

Discusión de las categorías individuales [Individual Object Class Categories]

Category (a), personal [Personnel]

Los costos del "personal" incluyen los sueldos del personal que trabaja directamente en su proyecto. No incluye los sueldos del personal administrativo no asignado a su proyecto, el cual está cubierto por la cuota de gastos administrativos generales o cargos indirectos. La justificación del presupuesto que es de requisito para el personal incluye:

- una descripción del puesto o empleo;
- el índice del sueldo por período (hora, día, semana, etc.)
- el costo total de salarios.

Al final del capítulo se dan las muestras del formulario de Solicitud de Ayuda Federal (608T) y los formularios de justificación del presupuesto pertenecientes a un proyecto hipotético para desarrollar un curso de estudios secundarios.

Cuando haya examinado el formulario 608T y los formularios de justificación del presupuesto y desee llenar la categoría (a), sería recomendable que considerara también los siguientes puntos:

1. ¿Ha incluido días suficientes para mecanógrafos, investigadores de campo y otros que usted va a necesitar para los trabajos de oficina del programa?

2. ¿Ha tomado en consideración los aumentos de sueldo, especialmente en los proyectos de muchos años?
3. ¿Se le ha asignado al director del proyecto un porcentaje de tiempo (más del 50%) para que ella o él no aparezca como cabeza simbólica?
4. ¿Se han llenado los puestos de trabajo más importantes y reúne el personal las condiciones necesarias para el proyecto?

Categoría (b), beneficios extra [Fringe Benefits]

Los gastos generales de la administración del trabajo es el término que emplea el gobierno para lo que la mayoría de nosotros conocemos como beneficios extra [fringe benefits].

El costo de los beneficios extra es aquello que el patrón paga por encima y más alla del sueldo del empleado. El costo de los beneficios extra incluye la contribución del patrón al Seguro Social [FICA], seguro contra el desempleo, seguro para compensar al trabajador por accidentes de trabajo, seguro médico, plan de jubilación, seguro contra la invalidez, y otros impuestos de la nómina de hoja de paga. Los costos de salario que pueden ser incluidos en los costos de beneficios extra en algunas instituciones incluyen salarios para las vacaciones, días de fiesta, ausencia por enfermedad y por maternidad, obligación jurídica, y días similares de trabajo pagos. El costo de los beneficios extra puede alcanzar hasta más de un 50% de los salarios si el salario base es sobre días efectivos trabajados en un proyecto. (Es decir, sin incluir los días de vacaciones pagados, ausencia por enfermedad, etc.)

Si usted tiene una oficina de subvención o de finanzas en su organización, las personas de la plantilla pueden proveerle los índices vigentes de los beneficios extra. Si su organización no tiene una oficina de finanzas o no tiene un índice ya calculado, un contador puede calcular una cuota de beneficios extra para que usted pueda presentar la oferta.

Sea usted sincero en la justificación del presupuesto para los beneficios extra; simplemente indique exactamente cómo se calcularon los beneficios extra como un porcentaje de los salarios.

Categoría (c), viajes [Travel]

A menudo es necesario que la plantilla del personal así como los consultores de su proyecto hagan viajes, que pueden ser de dos tipos: viajes locales mediante los cuales el personal regresa al hogar por la noche, y viajes de larga distancia por avión y una estancia por la noche en un lugar fuera del hogar. El gobierno exige firmemente una justificación para estos gastos; así que usted debe estar preparado para explicar, no solamente el propósito del viaje, sino también el costo calculado para cada viaje determinado.

Viajes de larga distancia [Long-distance Travel]. En esta categoría general anote usted los viajes de larga distancia del personal únicamente. Los viajes de consultores, lo mismo que los viajes locales del personal, son anotados en la categoría general (h).

Según se indica en las hojas de justificación del presupuesto que siguen, identifique usted por separado, para cada viaje, el costo del billete de avión, el costo diario o de manutención, y "otros costos", los cuales incluyen los viajes de superficie tales como taxis, peaje de puentes, aparcamiento, coches de alquiler sin conductor, y gastos similares. Explique en la sección "Notas sobre el presupuesto" [Budget Notes] si la base empleada para calcular estos gastos es la regla normal de su organización o si es una norma del gobierno.

Restricciones de viajes [Travel Restrictions]. La solicitud de la subvención le indicará cómo se limitan los costos de viaje. Por lo general a usted se le exige que siga el sistema de normas de su agencia, o, si no tiene un sistema, que cumpla con las normas federales. En todos casos, hay que limitar la estimación de los costos a la tarifa más económica ["coach" class].

Categoría (d), equipo [Equipment]

Este dato representa el costo del equipo que debe comprarse para su proyecto. (A menos que su organización tenga una política de acción diferente, el "equipo" incluye los artículos que cuestan $300 o más y que tienen una vida útil mayor de un año. Los artículos que cuestan menos de $300 deben incluirse en los gastos de "suministros".) Lea cuidadosamente las instrucciones de la solicitud para determinar si a usted le está permitido comprar equipo. Generalmente no se permiten tales gastos. Si, de cualquier modo, usted tiene una necesidad documentada de obtener equipo especial, el cual no podría ser utilizado en un proyecto normal, haga constar los costos y justifíquelo en el plan de la justificación del presupuesto. El "Equipo especial" por lo general no incluye máquinas de duplicar, copiadoras, máquinas de escribir, ficheros, escritorios u otras piezas de mobiliario de oficina. Así como tampoco incluye el costo de alquiler de ninguno de estos artículos.

Categoría (e), suministros [Supplies]

Esta categoría incluye todo aquello que usted compra para conducir su programa, tal como:

- suministros de escritorio (si no están incluidos en los gastos indirectos)
- libros o revistas que se deben comprar
- películas que se deben alquilar o comprar
- tarjetas o cintas de computadora
- materiales especiales para pruebas

La hoja de la justificación del presupuesto debe incluir una descripción del objeto (y, si no está claro, por qué se necesita) y, por supuesto, el costo total.

Categoría (f), subcontratos principales [Contractual]

Los subcontratos principales son acuerdos entre su organización y una segunda entidad, mediante los cuales se paga al "subcontratista" para hacer parte del proyecto. Los acuerdos con las personas que le ayudan a realizar parte del trabajo se incluyen bajo el rubro de "consultores". Los subcontratos requieren una explicación completa en la hoja de justificación del presupuesto. Muestre el nombre y la paga del contratista, además del monto del contrato. Adjunte a la hoja de justificación del presupuesto el cálculo de su subcontratista hecho en una hoja con el membrete a su nombre. La extensión de su trabajo debe mostrar clara y exactamente por qué se necesita un subcontratista principal y el tipo de trabajo que llevará a cabo.

Categoría (g), Construcción [Construction]

Por lo general, el gobierno federal prohibe gastos de fondos de sus subvenciones para nueva construcción, alteraciones o renovaciones. Si se permiten tales gastos, deben ser introducidos bajo esta categoría de presupuesto.

Categoría (h), Otros costos directos (Cargos) [Other Direct Costs (Charges)]

Esta categoría introduce un término que debe ser definido. Los "costos directos" son aquéllos que pertenecen específicamente a su programa. Generalmente todos los costos discutidos anteriormente (excepto la categoría (b) Beneficios extra, el cual es un tipo de "costo asignado") son costos directos; por ejemplo, usted puede asegurar que estos costos benefician a su programa en especial antes que a otros programas.

Todos los costos directos que no estén comprendidos en otras categorías de presupuesto deben incluirse aquí. Incluye tales cosas como cargos de computadora, pagos a consultores, viajes de consultores, todos los viajes locales, espacio o equipo de alquiler, imprenta, etc. Sea creativo, pero indique exactamente lo que es cada dato, para qué es, y cómo fue calculado el costo en la hoja de la justificación del presupuesto.

Las siguientes costos se registran dentro de la categoría (h), Otros costos directos:

1. Consultores [Consultants]

Los pagos a consultores se indican en este espacio. Su justificación debe incluir la identificación del consultor (el nombre, o si eso no es posible, el título), el propósito del trabajo de consulta, la tarifa diaria del consultor, y el número de días planeados para cada consultor.

Cuando planee el presupuesto, considere usted la limitación de la agencia de la cuota diaria de pago a los consultores (por lo general, $100 por día), así como también el límite posible de días por año civil que usted puede usar un consultor particular.

2. Otros servicios del personal [Other Personnel Services]

Los montos pagados a individuos que no son empleados ni consultores de su organización deben ser anotados en esta categoría del presupuesto. También incluye estipendios y honorarios pagados por tales servicios como maestros suplentes, ayuda temporaria de oficina, firmas que proveen ayuda temporaria, etc.

3. Gastos de viajes [Travel Expenses]

Dos tipos de viajes se anotan bajo esta categoría del presupuesto: todos los viajes locales y el transporte, y los viajes a larga distancia para consultores y demás personal que no pertenezca al proyecto. Muestre usted en la hoja de justificación del presupuesto para cada viaje de larga distancia el costo de los billetes de vuelo, manutención diaria o subsistencia, y "otros costos" indicados en la categoría (c).

Los viajes locales por lo general se hacen en automóviles particulares o alquilados y se reembolsa el gasto por cada milla, o se paga por viaje realizado. Una justificación suficiente para viajes locales es una lista de un número aproximado de viajes y el recorrido aproximado en millas para cada viaje a un costo establecido por milla; de ser posible deben darse los puntos de destino (por ejemplo: escuelas, lugar de reclutamiento).

4. Comunicaciones [Communications]

Incluye teléfono, franqueo, y cargos especiales de flete. Para los teléfonos, considere usted lo siguiente:

- ¿Va a incurrir en gastos de instalación de teléfonos?
- ¿Va a hacer muchas llamadas telefónicas de larga distancia?
- ¿Va a necesitar líneas especiales de un área extensa de servicios telefónicos (AEST) [WATS]? (¿Ya sea líneas de "800" o líneas de salida?)
- El costo de servicios especiales puede ser calculado por su compañía de teléfonos, pero por lo general ésta se mostrará renuente a calcular los cargos ordinarios por sus llamadas locales y a larga distancia.

Recuerde que los gastos de teléfonos pueden ser elevados; es corriente recibir cuentas de $100 a $150 mensuales por cada profesional que trabaja.

Para el franqueo, incluya el costo del envío de cartas de correo así como también del envío de paquetes de más peso, tales como materiales de cursillos, suministros a oficinas del distrito en el campo circundante, etc. Usted puede ahorrar dinero si:

- obtiene un permiso de descuento por facturación en total para cubrir la mayoría de los grandes envíos por correo
- puede hacer envíos de correo bajo el timbre de una empresa sin interés de lucro

5. Reproducción de documentos [Reprographics]

La reproducción de documentos por medios fotográficos (por ejemplo, impresos, duplicados, trabajos de arte, y encuadernación) debe incluir el costo de cada una de las publicaciones que usted va a producir. Usted puede obtener los precios aproximados para cada una de éstas consultando a impresores locales. Alternadamente, si su organización tiene su propio taller interno de reproducción, puede que le dé cifras aproximadas del costo de cada unidad.

Recuerde incluir el costo de producir varias versiones de la misma pieza de trabajo, por ejemplo, una version preliminar y una versión final de un informe final. La versión preliminar es analizada en Washington por el funcionario relacionado con su proyecto y la versión final incorpora las sugerencias de dicho funcionario. Es generalmente conveniente hacer unas cuantas copias extra de cada documento para sus propios archivos, para copias perdidas, y para los errores inevitables del impresor.

En la hoja de justificación de su presupuesto, incluya el título del documento ("Informe Preliminar"), la cantidad y el tamaño calculado ("50 copias de 200 páginas cada una), cualquier operación especial ("encuadernación", "fotografías de medio-tono") y el costo ("3¢ por hoja" o "$1.57 por informe").

Hoy en día, los proyectos parecen consumir un número increíble de fotocopias (Xerox). En la justificación de su presupuesto, haga constar el número de copias que usted espera usar y el costo base del alquiler de una máquina. (Algunas organizaciones incluyen estos costos en sus gastos indirectos. De ser así, usted no tiene que hacer ningún cálculo.) Usted puede obtener cálculos del costo consultando con abastecedores locales de servicios de fotocopia o con su propia oficina de negocios, si usted tiene aceso a las instalaciones centrales de transcripción o reproducción.

6. Otros servicios [Other Services]

Anote los servicios especiales que deben ser pagados por su proyecto. Incluya tales datos como:

- listas de direcciones de correo por la computadora
- estipendios pagados a participantes de cursillos, etc.
- estipendios pagados a distritos escolares para pagar a substitutos
- servicios de conserjería, de responder llamadas, de comidas, de lavandería, etc.

Los derechos de autor muy raramente se encuentran en las subvenciones del DHEW. Si, de cualquier modo, usted piensa pagar derechos de autor por los productos copiados, anote usted el costo en esta línea y justifíquelo.

En su hoja de justificación del presupuesto, describa los servicios, explique por qué son necesarios, y muestre el costo y el método de calcular el costo para cada dato.

Categoría (j), Cargos indirectos [Indirect Charges]

Los cargos indirectos representan aquellos gastos que no se relacionan específicamente con un proyecto. Incluyen los gastos de alquiler de su organización (si no son cargos directos), funciones de contabilidad, funciones del personal, administración, juntas de directores, y otras estructuras administrativas similares. El cargo indirecto (o, a veces, "gasto general y administrativo" o "gasto indirecto") se expresa como porcentaje de algún "costo base". La "base" está a menudo representada por los salarios directos o el costo directo total.

Si su organización es nueva, usted debe hacer que su contador calcule una cuota de los cargos indirectos basada en su presupuesto para el año entero. Puede que usted tenga que justificar esta cuota en las negociaciones del costo de su subvención al funcionario contratante. Esto hasta podría incluir el negociar la cuota con funcionarios federales de la localidad.

Si su organización ha firmado contratos y/o subvenciones del gobierno, probablemente ya tiene una cuota negociada, la cual se puede obtener de su oficina de subvenciones or su oficina de contabilidad. Por lo general, no se necesita justificación del presupuesto para el dato en esta línea a menos que no se haya establecido una cuota previamente para el gobierno federal. Anote en su formulario 608T la cuota como un porcentaje y la categoría a que se refiere. Si la computación es detallada o compleja, adjunte otra lista por separado explicando cómo se calculan los cargos indirectos en su organización.

Línea (k), Costo total estimativo [Total Estimated Cost]

En el formulario 608T del presupuesto de la subvención, anote los totales combinados de las líneas (i) y (j). Para todas las solicitudes, la cantidad total en la columna (5), línea (k) debe ser la misma que la cantidad total indicada en la Sección A, columna (g), línea 5. Para las subvenciones suplementarias y los cambios a subvenciones indicadas en las columnas (1)-(4), las cantidades totales de la línea (k) deben ser las mismas que las de la Sección A, columnas (e) y (f) en la línea 5.

COSTOS QUE NO PUEDEN CARGARSE AL GOBIERNO [ITEMS THAT CANNOT BE CHARGED TO THE GOVERNMENT]

Los principios de costo de su paquete de solicitud de la subvención indicarán un número de datos que usted no puede cobrar al gobierno bajo ninguna circunstancia, y unos pocos datos para los cuales usted necesita aprobación previa antes de incluirlos en su presupuesto. Usted no puede cobrar por:

- Gastos de interés--el interés que usted paga por el dinero que ha pedido prestado para cualquier propósito.
- Gasto de solicitud de asociación--gasto de envíos por correo, solicitudes por teléfono, salarios para empleados que solicitan, gastos de impresos or contables por la solicitud de fondos ya sea de sus afiliados o del público en general.
- Multas o penas impuestas por las jurisdicciones locales, federales, o del estado.
- Impuestos de venta sobre suministros para el uso exclusivo en los contratos federales. Usted debe presentar un formulario especial, en el estado en que reside, de los réditos trimestrales del impuesto sobre ventas.
- Costos de organización--los gastos de formación, incorporación, o de iniciación de negocio nuevo.

Si hay algo más que usted halla dudoso, una llamada al funcionario contratante de la agencia, por anticipado, aclarará la posición del gobierno sobre este dato. Si hay datos en su presupuesto que no están permitidos, se suprimirán durante las negociaciones.

TRANSFERENCIA DE INFORMACIÓN DE LA HOJA DE JUSTIFICACIÓN DEL PRESUPUESTO A LA PARTE III DEL FORMULARIO 608T DEL DHEW

[TRANSFERRING INFORMATION FROM THE BUDGET JUSTIFICATION TO PART III OF THE 608T--DHEW BUDGET FORM]

Sección A--Resumen del presupuesto
[Section A--Budget Summary]

Haga usted una lista de cada actividad funcional bajo los números 1, 2, o 3. El número del catálogo federal debe indicarse en la columna (b). Las columnas (c) y (d), "fondos calculados y obligados", quedan en blanco a menos que sobre dinero del año anterior. La columna (e) es para el monto total de los fondos federales que usted solicita. La distribución de costos se anota en la columna (f). La columna (g) es el total de las columnas (e) y (f) (y, si se usan, las columnas (c) y (d)).

Sección B--Categorías del presupuesto
[Section B--Budget Categories]

Anote usted el presupuesto detallado para el año del programa actual. Las columnas 1, 2, 3 y 4 se usan para anotar los costos de las diversas actividades funcionales. El dato 6 presenta las categorías [de (a) hasta la (j)] que usted calculó al hacer la justificación del presupuesto. Los totales se toman en la línea (k) para las columnas 1, 2, 3 y 4, y el total de cada categoría se indica en la columna 5.

Sección C--Recursos no-federales
[Section C--Non-Federal Resources]

En esta sección haga usted un informe sobre la distribución de costos.

Sección D--Necesidades previstas de dinero en efectivo
[Section D--Forecasted Cash Needs]

Especifique cuánto dinero en efectivo necesita del gobierno federal y cuándo lo necesita. El total para el primer año, línea 13, debe coincidir con su presupuesto para dicho año. La división en trimestres no tiene que ser exacta.

Sección E--Cálculos del presupuesto de los fondos federales requeridos para el balance del proyecto

[Section E--Budget Estimates of Federal Funds Needed for Balance of the Project]

Indique cuánto dinero se proyecta para los años futuros. La columna (b), el primer año, es siempre el año de la justificación del presupuesto. Las columnas (c), (d) y (e) son los presupuestos totales para los años siguientes; se justificarán en futuras presentaciones del presupuesto.

Sección F--Otra información del presupuesto [Section F--Other Budget Information]

Inserte aquí una explicación general de los costos. Explique que para los cargos directos e indirectos (datos 21 y 22), los detalles figuran en las hojas de la justificación del presupuesto adjuntas a esta sección.

Firma autorizada

Cerciórese que el formulario 608T o cualquier otro formulario estén firmados por un funcionario autorizado (la mayoría de las organizaciones tiene una persona especial autorizada para firmar documentos legales). Esto es importante porque el gobierno desechará una propuesta que no esté autorizada sin siquiera considerarla.

Resumen del capítulo

Un presupuesto es una manera de conceptualizar sus costos, de mostrar al gobierno exactamente cómo usted calculó esos costos y para qué son. Las hojas de la justificación detallada parece que dan mucho trabajo (¡y lo dan!) pero le dan la seguridad de no olvidarse de un dato por haberse apresurado al hacer el presupuesto. Un buen presupuesto amplía el alcance del trabajo y le ayuda a lograr los fondos para hacer un buen trabajo en su proyecto.

A continuación se dan las muestras de los formularios que usted deberá llenar para completar la solicitud de la subvención.

OMB NO. 80-R0186

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY
USOE

ORGANIZATIONAL UNIT

ADMINISTRATIVE OFFICE

STREET ADDRESS - P.O. BOX

CITY STATE ZIP CODE

4. APPLICANT NAME

DEPARTMENT DIVISION

STREET ADDRESS - P.O. BOX
ADDRESS

CITY COUNTY

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT
HIGH SCHOOL CURRICULUM

6. FEDERAL CATALOG NUMBER
15.XXXXX *(From Grant Announcement)*

7. FEDERAL FUNDING REQUESTED
$ 239,317

8. GRANTEE TYPE
___ STATE, ___ COUNTY, ___ CITY, X OTHER *(Specify)*

9. TYPE OF APPLICATION OR REQUEST
X NEW GRANT, ___ CONTINUATION, ___ SUPPLEMENT, ___ OTHER CHANGES *(Specify)*

10. TYPE OF ASSISTANCE
X GRANT, ___ LOAN, ___ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
(Enter from your analysis)

13. LENGTH OF PROJECT
12 months

12. CONGRESSIONAL DISTRICT
a. *(Call local office of*
b. *Congressional Representative)*

14. BEGINNING DATE
October 1, 197X

15. DATE OF APPLICATION
(Enter mailing date)

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME
AUTHORIZED OFFICAL

TITLE

SIGNATURE OF AUTHORIZED REPRESENTATIVE
MUST BE SIGNED

TELEPHONE NUMBER

AREA CODE	NUMBER	EXTENSION
XXX	XXXXXXXX	

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NEW 6CHT

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS FEDERAL (c)	ESTIMATED UNOBLIGATED FUNDS NON-FEDERAL (d)	NEW OR REVISED BUDGET FEDERAL (e)	NEW OR REVISED BUDGET NON-FEDERAL (f)	NEW OR REVISED BUDGET TOTAL (g)
1. HIGH SCHOOL CURRICULUM	XX.XXX	$	$	$ 239,317	$ 10,000	$ 249,317
2.						
3.						
4.						
5. TOTALS		$	$	$ 239,317	$ 10,000	$ 249,317

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1) HIGH SCHOOL CURRICULUM	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$ 108,430	$	$	$	$ 108,430
b. FRINGE BENEFITS	39,524				39,524
c. TRAVEL	1,116				1,116
d. EQUIPMENT					
e. SUPPLIES	3,040				3,040
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER	29,191				29,191
i. TOTAL DIRECT CHARGES	181,301				181,301
j. INDIRECT CHARGES	58,016				58,016
k. TOTALS	$ 239,317	$	$	$	$ 239,317
7. PROGRAM INCOME	$	$	$	$	$

Same Totals

HEW-608T

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SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. HIGH SCHOOL CURRICULUM	$	$	$ 10,000	$ 10,000
9.				
10.				
11.				
12. *TOTALS*	$	$ -0-	$ 10,000	$ 10,000

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898
14. NON-FEDERAL					
15. *TOTALS*	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS *(years)*			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$ 255,000	$ 275,000	$ 325,000	$ 380,000
17. Rough "lump sum" figure →	↑	↑	↑	↑
18.				
19.				
20. *TOTALS*	$ 255,000	$ 275,000	$ 325,000	$ 380,000

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

See Budget Justification for Details

22. INDIRECT CHARGES:

See Budget Justification for Details

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

HEW-608T

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 1 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

HEW 608-T	SUMMARY			TOTAL COSTS $
a.	SALARIES *(Personnel)*			108,430
b.	FRINGE BENEFITS			39,524
c.	TRAVEL			1,116
d.	EQUIPMENT			
e.	SUPPLIES			3,040
f.	CONTRACTUAL			
h.	OTHER DIRECT COSTS	*(1) Consultants*	$ 7,350	
		(2) Other Personnel Services	2,890	
		(3) Travel Expenses	5,530	
		(4) Communications	9,425	
		(5) Reprographics	3,121	
		(6) Other Services	875	
		(7)		
		(8)		
		Total Other Direct Costs		29,191
i.	TOTAL DIRECT COSTS			181,301
j.	INDIRECT CHARGES			58,016
k.	TOTAL ESTIMATED COSTS			239,317

3034 (5/23/78)

Date Prepared:

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 2 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

STAFF SALARIES & BENEFITS		STATUS	RATE PER DAY $	TOTAL DAYS	TOTAL COSTS $
a	SALARIES ∷				
	Personnel				
	Project Director	E	87	220	19,140
	Project Evaluator	E	73	220	16,060
	Research Assistant	E	61	220	13,420
	Administrative Assistant	E	73	220	16,060
	Field Specialist	E	61	220	13,420
	Field Specialist	E	61	220	13,420
	Secretary	N	47	220	10,340
	Curriculum Developer	T	73	90	6,570
	TOTAL STAFF EFFORT & SALARIES			1630	108,430

FRINGE BENEFITS ∷			
Exempt Employees (E)	40.00% *of $*	91,520	36,610
Nonexempt Employees (N)	25.00% *of $*	10,340	2,585
Temporary Employees (T)	5.00% *of $*	6,570	329
TOTAL FRINGE BENEFITS			39,524
		TOTAL STAFF COSTS	147,954

3030 (5/23/78) ∷ SEE NOTES TO BUDGET JUSTIFICATION *Date Prepared:*

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. Page 3 of 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

C TRAVEL *(See Notes to Budget Justification for travel expense policies, rates, and allowances.)*	*Airfare* $	*Other Costs* $	*Subsistence* $	TOTAL COSTS $
Long-Distance Staff Travel				
S.F. to Washington, D.C. - 2 trips 4 days total	900	40	176	1,116

3031 (5/23/78)

Date Prepared:

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 4 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
e. Supplies & Materials: *(Description & cost or method of computing costs)*	
Research materials, publications, etc., 100 items & $7.50 average	750
Film Purchase - 10 films @ $225/film	2,250
Data Processing Cards - 5,000 @ $8/1,000	40
TOTAL SUPPLIES & MATERIALS	3,040
h. Other Direct Costs	
1. Consultants: *(Consultant's name and function, days & rate -- separate entries for each rate)*	
Material Evaluators - 10 @ 5 days each @ $100/day	5,000
Curriculum Developers - 5 @ 3 days each @ $100/day	1,500
Honorarium for Teacher Feedback - 10 @ $25	250
Field test teacher honorarium - 6 @ $100	600
TOTAL CONSULTANTS	7,350
2. Other Personnel Services:	
Substitute Teacher Fee - 10 teachers @ 8 days each @ $33/day	2,640
Stipend for Student Feedback - 50 @ $5	250
TOTAL OTHER PERSONNEL SERVICES	2,890
3. Travel: *(Local Staff Travel and Consultant Travel)*	
160 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	1,440
420 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	3,780
36 trips, 20 miles per trip @ 18¢ per mile (1 trip/month/classroom for 6 months)	130
50 trips, 20 miles per trip @ 18¢ per mile	180
TOTAL TRAVEL EXPENSES	5,530

Date Prepared:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page 5 of 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
4. Communications: *(Telephone $ amounts plus any special freight or postage items)*	
Base telephone rate & toll charges $100/FTE/month X 12 months	8,880
Postage 5 items/day @ 13¢	170
Pilot & Field Test Guides - 50 each @ $3.75	375
TOTAL COMMUNICATIONS	9,425
5. Reprographics: *(List each publication separately, stating number of pages, number of copies, and any special bindery)*	
Bibliography I - 100 copies of 50 pages @ 3.0¢/page	150
Bibliography II - 100 copies of 50 pages @ 3.0¢/page	150
Guide, Pilot Test - 50 copies of 200 pages @ 3.0¢/page	300
Guide, Field Test - 50 copies of 175 pages @ 3.0¢/page	263
Guide, Final - 250 copies of 175 pages @ 3.0¢/page	1,313
Test, Pre - 200 copies of 10 pages @ 3.0¢/page	60
Test, Post - 200 copies of 10 pages @ 3.0¢/page	60
Evaluation Report - 50 copies of 100 pages @ 3.0¢/page	150
Copying: *(Enter number of copies and cost per copy if meter charged and base rental cost per month if a machine rental must be paid)*	
15,000 copies @ 4.5¢/copy	675
TOTAL REPROGRAPHICS	3,121
6. Other Services:	
Computer time - 1 hour @ $375/hour	375
Telecopier rental - $50/month for 10 months	500
TOTAL OTHER SERVICES	875

3032 (5/23/78)

Date Prepared:

Capítulo VI

Ordenamiento del material
[Putting It All Together]

Después de haber escrito la narrativa, el plan de administración y el presupuesto, usted ha hecho la mayor parte del trabajo, pero no ha terminado del todo. Aún tiene que ordenar todo con un resumen, una tabla de materias, apéndices y un título. Puede también que usted tenga que llenar algunos formularios federales o estatales y escribir una carta de transmisión.

Resumen [Abstract]

El escribir un resumen de su propuesta es una tarea importante. Aunque es la última parte de la propuesta que se escribe, es la primera parte que lee el revisor. El resumen a menudo se usa para hacer una estimación inicial de la propuesta así como para determinar quién debe examinarla. Un resumen conciso e informativo es un buen comienzo para la propuesta.

Algunas agencias federales y estatales proveen un formulario para el resumen y limitan su longitud de 200 a 250 palabras. Otras fuentes que conceden fondos lo dejan a discreción del que lo escribe. En todo caso, el resumen no debe exceder dos páginas escritas a máquina, a doble espacio.

Una variedad de fuentes, incluyendo declaraciones de la prensa, informes de agencias y el Centro de Información de Recursos Educativos [Educational Resources Information Center System (ERIC)], pueden usar su resumen como un compendio de su proyecto, así que prepárelo con cuidado, usando conceptos amplios, pero exactos. Escriba el resumen para un lector inteligente profano en la materia, como un corresponsal o un ayudante del congreso, y evite la jerigonza.

Su resumen debe incluir:

- el título de proyecto
- el nombre del director del proyecto
- el nombre de su organización
- las fechas del comienzo y del fin del proyecto
- una breve descripción de la(s) necesidad(es)
- una declaración breve de los objetivos
- una declaración general de uno o dos párrafos de su plan de acción, y
- una declaración breve sobre las posibilidades del proyecto para lograr los resultados esperados (es decir, satisfacer las necesidades declaradas anteriormente)

Vea _El suplemento_ [_The Supplement_] para ejemplos de resúmenes.

Título [The Title]

Después de escribir el resumen, llega el momento de pensar en un título. No sea petulante ni gracioso. Los representantes del Congreso que han publicado y ridiculizado propuestas con títulos cómicos o de controversia han hecho que las agencias federales consideren este punto con seriedad. Su título debe reflejar el propósito principal del proyecto en términos objetivos que se recuerdan fácilmente. El título debe ser corto, descriptivo, y no estar en conflicto con las metas de la agencia que concede los fondos. Puede que usted quiera emplear siglas, como SEE [Stereotyping Ends Excellence] o HERS [Higher Education Resources], pero cerciórese de que las siglas no dan lugar a insinuaciones emociales, doble sentido, ni son copia de un título existente. Ordénelo bien para que comunique un mensaje (como en los dos ejemplos que acabamos de dar). Recuerde, el título de su propuesta sirve varios de los propósitos del resumen, pero de una manera más concisa; por lo tanto es igualmente importante.

Contenido [The Contents]

Los que escriben propuestas a menudo tienden a ignorar la sección de la tabla de materias porque piensan que en realidad no es tan importante. No caiga usted en esa trampa. Una tabla de materias clara, con la lista descriptiva de todas las secciones y apéndices (incluyendo la primera página de cada sección), puede ser de gran ayuda para el examinador. La tabla de materias no es difícil de escribir, pero debe ser exacta si va a ser útil. No use abreviaturas--escriba todo. En la tabla de materias siempre es mejor dar todos los detalles. Por ejemplo, la anotación "Capítulo 3: Método de evaluación, página 25" es siempre preferible a "Capítulo 3, p. 25".
La tabla de materias debe referirse a cada uno de los criterios para los cuales se conceden puntos durante el proceso del examen de la propuesta. Esto guiará a los revisores o examinadores a las secciones importantes de la propuesta.

Guía del revisor [Reviewer's Guide]

Además de la tabla de materias, es muy conveniente para los lectores de la propuesta tener una Guía del Revisor para la Propuesta que indica los criterios para conceder puntos (tomados del Registro federal [Federal Register] y/o la Hoja de Examen de la Solicitud [Application Review Sheet]). Para cada criterio, la Guía debe indicar la(s) página(s) donde se puede encontra la información pertinente. Por ejemplo, use la Hoja de Examen de la Solicitud en el paquete para la solicitud de la subvención de la LEEM [WEEA] y anote cada dato que gana puntos según usted anotaría los encabezamientos de capítulos en la página de la tabla de materias. Luego anote el número de la(s) página(s) o sección(es) en la(s) cual(es) se puede encontrar la información en su propuesta.

Apéndice [The Appendix]

El apéndice contiene la información demasiado extensa o detallada que no puede figurar en la parte principal de la propuesta misma. La narrativa de la propuesta, el plan de administración, la evaluación y el presupuesto deben contener información suficiente para explicar lo que usted quiere hacer, cómo quiere hacerlo, para quién quiere hacerlo, y cómo va a saber si se ha hecho. El apéndice no recibe puntaje; por eso debe poner toda la información pertinente en su relato. El apéndice se usa para respaldar la propuesta y proveer información adicional para aquellos que lo deseen. Por ejemplo, una descripción de dos párrafos de las habilidades del director de su proyecto iría en el cuerpo de la propuesta, mientras que el resumen entero o *vita* iría en el apéndice.

Aunque el apéndice proporciona información adicional, lo importante es su calidad, no su extensión. Usted debe incluir solamente los datos pertinentes que refuerzan su propuesta. Recuerde, las agencias que conceden fondos no compran propuestas por libra, y los examinadores no quieren perder tiempo leyendo material irrelevante.

Algunas cosas que se pueden incluir en el apéndice son:

- una lista de su junta de directores
- cartas de apoyo de agencias e individuos en el área donde existe la necesidad
- los resúmenes del personal
- una lista de las subvenciones o contratos previamente concedidos, incluyendo títulos, cantidades, y fechas de iniciación
- información acerca de su organización, de su "ficha de credibilidad"
- publicaciones pertinentes escritas por miembros de la organización
- resumen de los informes de cuentas
- cartas de compromiso de aquéllos que van a donar dinero o servicios
- resúmenes breves de los consultores (cuyos nombres deben estar anotados en el texto de la propuesta)

Los resúmenes del personal son una parte importante del apéndice. Cerciórese de que destacan el entrenamiento, experiencia, y logro de los individuos según se relacionan con el proyecto. Asegúrese de incluir trabajo y experiencias pertinentes de voluntarios. Si el personal tiene publicaciones, inclúyalas--las publicaciones aumentan la credibilidad. El suplemento tiene varios ejemplos de resúmenes que se concentran en experiencias no tradicionales.

Si usted ya ha decidido usar consultores en el proyecto y los ha mencionado en su extensión del trabajo y/o plan de administración, incluya sus resúmenes también.

Las cartas de apoyo y las cartas de compromiso son otra sección importante del apéndice. Las cartas de apoyo de líderes de la comunidad, especialistas en el área de necesidad, las personas afectadas por su proyecto, y los políticos contribuyen mucho a aumentar su credibilidad y documentar una necesidad. Las cartas pueden ser breves, decla que hay una necesidad, y que a ellos les complace que usted trabaje en el área.

Las cartas de compromiso de aquellas personas y agencias que dan dinero o servicios para proyectos o que se comprometen a continuar el proyecto después de que terminen los fondos deben incluirse. Por ejemplo, si un profesor de estadística de una universidad local va a analizar sus datos sin cobrar, entonces usted debe tener una carta a tal efecto. Si el cuerpo de su propuesta dice que usted va a usar una agencia o a un individuo para hacer algo, entonces el apéndice debe tener una carta de la agencia o del individuo que declare su propósito.

Bibliografía y citas al pie de página [Bibliography and Footnotes]

Para la bibliografía de la propuesta, usted debe seguir las mismas reglas que rigen las bibliografías de los trabajos escritos. Ponga la bibliografía en una página separada títulada *Bibliografía* e incluya solamente aquellas referencias que usted ha usado en el cuerpo de la propuesta. Escoja un estilo para escribir sus referencias y adhiérese a él. Los tres mejores estilos son los de la Asociación Norteamericana de Psicología [American Psychological Association (A.P.A.)], la Asociación de Lenguas Modernas [Modern Language Association (M.L.A.)], y el *Manual para Escritores* por Kate L. Turabian [*A Manual for Writers*, University of Chicago Press, 4th ed., 1973]. Los manuales para estos tres estilos están disponibles en las salas de consulta de la mayoría de las bibliotecas. La misma regla general es válida para citas al pie de la página--escoja un estilo y adhiérese a él. Recuerde, sin embargo, que las citas extensas al pie de la página desvían la atención de su propuesta y es mejor ponerlas en el apéndice.

Las hojas de cubierta [Cover Sheets]

La primera página de su propuesta es la cubierta u hoja de transmisión. Algunas agencias que conceden fondos, incluyendo el gobierno federal, proveerán una hoja de cubierta para que usted la llene, mientras que otras agencias especificarán el formato de la hoja de cubierta. Si se provee un formulario o un formato, siga sus instrucciones cuidadosamente.

Cualquiera que sea el formato que usted escoja, asegúrese de que la hoja de cubierta contiene:

- el título del proyecto
- el nombre de la organización que presenta la propuesta,
- el nombre del director
- el número del teléfono del director
- el nombre de la persona/agencia a quien se presenta
- la fecha del comienzo del proyecto
- la cantidad de fondos pedidos
- la firma de la persona de su organización que puede firmar documentos legales para la organización, su título y la fecha
- el número del teléfono de esta persona

Lea las instrucciones en el RFP o el Registro federal [Federal Register] para ver cuántas copias hay que mandar, y cuántos originales se requieren. Siempre debe enviarse por lo menos una hoja de cubierta con las firmas originales, no reproducidas.

La carta de transmisión [Cover Letter or Letter of Transmittal]

Aunque no se exige una carta de transmisión para subvenciónes del gobierno federal,usted puede mandar una carta de transmisión con una propuesta al gobierno federal, al estado o a las fundaciones. En la Oficina de Educación [Office of Education], los programas (por ejemplo, el programa de LEEM [WEEA]) no reciben propuestas primero; por consiguiente, no ponga ninguna información importante para el programa en una carta de transmisión. Ésta se parecerá mucho a la carta de transmisión para su solicitud previa, mencionada anteriormente. Em ambos casos, la carta de transmisión es lo primero que ve la agencia que concede fondos. Se emplea para introducir y crear interés en su proyecto, y, si usted presentó una solicitud previa, para resumir los cambios que se hayan hecho desde entonces. Generalmente es breve, no más de dos o tres párrafos, a menos que usted tenga alguna información específica que comunicar a los examinadores (por ejemplo, un nuevo argumento a favor del proyecto o nueva ayuda/datos que no están incluidos en la narrativa--posiblemente una manera diferente de hacer un resumen de la necesidad, los objetivos y procedimientos). La carta de transmisión debería dirigirse al individuo o división de la agencia que va a recibir su propuesta.

Según se ha mencionado en la Parte I, la carta de transmisión da una primera impresión, así que cerciórese de que está claramente escrita en papel de carta bien diseñado e impreso. Es conveniente mandar una copia de la carta de transmisión y del resumen del proyecto a aquellas personas que han ayudado a desarrollar la propuesta y a aquéllas que van a trabajar en el proyecto si se reciben los fondos. Dichas personas apreciarán su consideración y la información que la propuesta ha sido formalmente presentada.

Formularios oficiales [Official Forms]

La mayoría de las agencias federales y muchas del estado que conceden fondos exigen que su organización presente formularios de conformación que tratan de la discriminación de razas, discriminación sexual, violación de los derechos privados, y protección a los participantes antes de recibir fondos de ellas. Frecuentemente se incluyen copias de estos formularios e instrucciones de cómo llenarlos en el paquete de materiales para la solicitud de la agencia. Si no, usted puede dirigirse a la agencia que concede los fondos para averiguar qué formularios hay que llenar. Si su organización tiene una oficina de subvenciones, averigüe qué formularios ha presentado su organización.

Los formularios de violación de los derechos privados y de protección a los participantes humanos deben ser presentados con cada propuesta para el gobierno federal. Es posible que su organización tenga ciertos procedimientos que deben seguirse antes de firmar los formularios. Si es así, averigüe cuáles son los procedimientos. Si su organización no tiene procedimientos para mantener los derechos privados y la seguridad de los participantes, el Apéndice C [Appendix C] de Administración de subvenciones [Grants Administration] por Willner y Hendricks contiene algunas ideas sobre qué procedimientos de salvaguardia usted quiera incluir en su propuesta. Consiga una copia también de la Guía institucional del Departamento de Salud, Educación y Bienestar Social sobre la protección de los participantes humanos [The Institutional Guide to HEW Policy on Protection of Human Subjects], escribiendo al Superintendente de Documentos [Superintendent of Documents], Government Printing Office, Washington, D.C. 20402.

TERCERA PARTE

LA FASE POSTERIOR AL ESCRITO
[THE POST-WRITING PHASE]

TERCERA PARTE

LA FASE POSTERIOR AL ESCRITO
[THE POST-WRITING PHASE]

Una vez que haya terminado de escribir su propuesta, usted querrá leerla de principio a fin, para asegurarse de que le es aceptable a usted, a su organización y a la fuente de los fondos:

En esta sección usted va a aprender:

- cómo hacer un repaso final de su propuesta
- cómo conseguir la aprobación de un organismo para su propuesta
- cómo presentar su propuesta a la agencia de los fondos
- cómo las fuentes de los fondos revisan su propuesta
- qué hacer cuando su propuesta es aceptada para ser financiada, y
- qué hacer si su propuesta es rechazada

Capítulo I

La revisión final
[The Final Review]

Una vez que el borrador de su propuesta esté escrito, ya puede usted sentarse sin ninguna perturbación y leerlo de "cabo a rabo". Si la propuesta completa no le parece "satisfactoria"--es decir, si está desarticulada (como si hubiera sido escrita por varios comités diferentes y luego juntada con engrudo); si es ampulosa y deficiente en substancia y si no está enfocada, es posible que no sea financiada. Por otra parte, todo escritor de propuestas ha tenido una que le pareció muy "satisfactoria" y sin embargo no fue financiada. El criterio de lo que parece "satisfactoria" debería ser por lo tanto, sólo una prueba inicial de su propuesta; necesita usted más pruebas antes de enviarla.

Según usted revisa el borrador, es conveniente que se ponga usted en el lugar del revisor de propuestas que no está íntimamente familiarizado con la terminología, las necesidades, o con el trabajo en general. Hágase usted la pregunta: "¿Qué es lo que no está claro en la propuesta para uno de afuera?" Después que usted haya leído su propuesta con este enfoque, emplee las listas de comprobación que aparecen en la Parte I para estar seguro de que usted ha incluído todas las categorías e información necesarias.

Después que la propuesta está escrita y "comprobada" es una buena idea pedirle a dos o tres personas, no implicadas en el planeamiento y escritura de la propuesta, que la lean y la critiquen. Hay grupos con experiencia en la obtención de fondos que harán esto para usted, ya sea de gratis o por poco dinero. Ya que los de "afuera" pueden a menudo encontrar problemas y debilidades en una propuesta mucho más rápido que los autores, puede ser que le valga a usted la pena emplear este servicio. Si usted hace cambios basados en las sugerencias de estos examinadores de afuera, de cualquier modo, asegúrese de emplear una vez más las listas de comprobación en la revisión de su propuesta.

En este momento, su propuesta está lista para ser entregada a un redactor. Ya que es difícil hacer una buena tarea al redactar su propio trabajo, cerciórese que su redactor no es alguien que esté profundamente implicado en la redacción de la propuesta.

Mientras se redacta la propuesta, usted deberá revisar por completo el presupuesto. Asegúrese que todo en el presupuesto está mencionado en el relato, y viceversa, y cerciórese que no hay errores, particularmente los de aritmética. Recuerde que los errores tipográficos en la sección del presupuesto pueden causar un desastre--un solo error puede cambiar un presupuesto de $90.000 a $10.000.

Si es posible, haga que un mecanógrafo profesional escriba la copia final. De otro modo, trate usted de conseguirse una buena máquina de escribir con una cinta nueva. Las propuestas pobremente escritas a máquina con muchos errores tienen menor oportunidad de ser financiadas debido a la dificultad que los revisores tienen en leerlas y apreciarlas. A menos que las normas a seguir de la agencia que provee los fondos lo especifique de otro modo, escriba su propuesta con líneas doblemente espaciadas, dejando un margen de 1-1/4" a la izquierda y otro de 3/4" a la derecha. (Si usted tiene demasiadas páginas para el reglamento, tal vez podría contemplar la posibilidad de escribir de "borde a borde" con un tipo de letra suficientemente grande y luego reducir el tamaño de la letra en una fotocopiadora de reducción. Cuando complete la copia final, ¡no se olvide de numerar las páginas! Finalmente, es aconsejable que corrija su propuesta por lo menos dos veces y aun por tercera vez antes de enviarla.

Capítulo II

Presentación de la propuesta
[Submitting the Proposal]

Antes de que su propuesta pueda ser presentada a una agencia proveedora de fondos, su organización sin duda querrá aprobarla. Por lo general, cuanto más grande sea su organización, más complejo será el procedimiento. En cualquier caso, mientras se planea y escribe su propuesta, es conveniente permanecer en contacto con su representante titulado para certificar (ésta es la persona que está autorizada para hacer compromisos en nombre de la organización--tal persona puede ser el o la superintendente, director/a o interventor/a). Si lo ha hecho así usted estará familiarizado con los procedimientos y normas que sigue su organización en la revisión de propuestas. Ya que no hay nada tan desalentador como el enterarse, un día antes de la fecha del vencimiento de entrega de la propuesta, que a su organización le llevará una semana aprobar propuestas, usted se evitará semejante desastre al comprobar tales normas antes de comenzar a escribir. Es posible que el procedimiento de su organización sea tan sencillo que requiera sólo la firma de un representante, pero sea este el caso o bien que se requiera la lectura y firma de personas de diez despachos distintos, usted debe disponer de una firma aprobada en su propuesta para que ésta sea considerada por la agencia que provee los fondos.

Si su organización no tiene un procedimiento de revisión, haga que la junta directiva o comité ejecutivo lea la propuesta, revise el presupuesto y que luego la firmen. Es cortesía y buena política para obtener una subvención dar una copia de su propuesta a cada persona que va a leerla, así como también a cualquiera que esté implicado en su preparación.

Ya que el componente de la propuesta que con más frecuencia causa problemas o demoras en la aprobación por la organización es el del presupuesto, asegúrese de que ha incluído la cantidad correcta para cubrir costos indirectos, beneficios extra y cualquier otro requisito del presupuesto que su organización pueda tener. Llenar el formato de requisito que acompaña el presupuesto también consume mucho tiempo si usted no lo ha hecho nunca. Si este formato, que incluye varias medidas de seguridad de cumplimiento y seguridad de protección de sujetos humanos, no se completa para el vencimiento de la fecha en que la propuesta debe ser presentada, usted puede mandar la propuesta para cumplir con la fecha de entrega y luego enviar por correo el formato tan pronto como le sea posible. De todos modos, si es posible, trate de evitar todo esto.

Para saber cuántas copias de su propuesta debería mandar a la agencia proveedora de los fondos, examine el paquete de solicitud. Aunque el Programa de LEEM [WEEA] exige un original (con una firma original) y dos copias, la mayoría de los programas federales y fundaciones exigen entre tres (para la solicitud de subvenciones) y diez (para contratos). Las copias de la propuesta deberían ser claras y la encuadernación sencilla, ya que la mayoría de las fuentes proveedoras de fondos declaran que no quieren encuadernación ni cubiertas caras. (¡Lo dicen en serio!) Unas buenas copias, hechas en una imprenta planigráfica con cilindro de caucho intermedio o copiadora en seco, con cubiertas de papel de color, son aceptables, pero no emplee un mimeógrafo para duplicar, a menos que usted no tenga otra alternativa y tenga mucho cuidado en evitar borrones. Recuerde que si la propuesta es difícil de leer debido a la escritura poco clara, ya sea a máquina o duplicada, el examinador probablemente no le dará la atención merecida y aun puede que se la devuelva sin examinarla.

Si la agencia está ubicada cerca de usted, o si se ha terminado la propuesta sólo uno o dos días antes del vencimiento de la fecha de entrega, le convendría a usted más que alguien la entregara personalmente. Esta persona puede ser un amigo o un servicio expreso. Si usted hace que la propuesta sea entregada de esta manera, averigüe por adelantado quién es el que recibe las propuestas "entregadas a mano". A menudo el lugar para las propuestas entregadas personalmente es diferente del sitio para las propuestas enviadas por correo.

Si la agencia proveedora de fondos no está ubicada en su área, y su propuesta es terminada aproximadamente una semana antes del vencimiento de la fecha de entrega, el envío por correo es la mejor alternativa. Sin embargo, NO lo envíe por correo urgente. El correo urgente puede que llegue después de las horas laborables cuando no hay nadie en la agencia. La correspondencia entonces se devuelve a la oficina de correos y pueden pasar días antes que vuelvan a entregarla durante las horas hábiles. El envío de su propuesta por correo certificado "acusando recibo" es por lo general el procedimiento más seguro, ya que el recibo devuelto le permite saber cuándo fue recibida la propuesta y por quién. Esto le puede servir en caso de que tenga la necesidad de localizar una propuesta perdida. En los últimos meses, el Servicio Postal de los EE.UU. ha introducido otros servicios especiales, que le pueden servir de ayuda. Indague acerca de éstos en la oficina de correos de su localidad.

Si usted está planeando enviar su propuesta por correo, esté al tanto de que las agencias federales a menudo tienen una fecha especial de vencimiento para las propuestas que se envían por correo (por lo general cinco días laborables antes del vencimiento). Si la fecha de correos es anterior o la misma del vencimiento, la agencia la aceptará aun cuando sea entregada después de la fecha de cierre. Si es enviada por correo después de la fecha especial de vencimiento y no se entrega hasta después del vencimiento de la fecha de rigor, entonces la agencia NO la aceptará. Esté usted al tanto de las fechas de vencimiento. A lo más, perder una fecha de vencimiento causa demoras. Cuando se trata de fondos federales, sin embargo, significa rechazo inmediato de su propuesta.

A menudo una agencia proveedora de fondos le suministrará a usted una tarjeta postal en la cual usted pone la dirección y luego la envía junto con su propuesta para que le envíen de vuelta un recibo oficial cuando la propuesta llegue a la agencia. Si la agencia no provee tal tarjeta postal, usted deberá, por consiguiente, incluir una con su propuesta, dirigida a sí mismo y pagada por adelantado.

Capítulo III

Respuesta de la agencia
[The Agency Responds]

La espera de la respuesta de la agencia proveedora de fondos puede que sea la parte más difícil de la redacción de propuestas. Algunas agencias puede que respondan dentro del período de dos semanas; a otras puede que les lleve tanto como cino o seis meses. Aunque usted sienta el deseo de comunicarse con la agencia durante tan largo período de examen, debe saber que algunas agencias aceptan de buena voluntad el contacto, pero otras no. Si usted llama, debe hacerlo con un propósito (por ejemplo, para averiguar cuándo se tomará una decisión), pero no se sobrepase.

Lo mismo es aconsejable para convencer a personas influyentes para que "enchufen" su propuesta. Algunas agencias puede que acepten de buena gana la intervención, a favor de su propuesta, de funcionarios de la comunidad, representantes del Congreso o personas distinguidas en el área de la propuesta, mientras que otras pueden pensar que usted está tratando de obtener la subvención basado en quien usted conoce y no en su conocimiento propio. Para obtener fondos federales, las cartas de representantes del Congreso no afectan el proceso de evaluación. (Compruebe su unidad de fondos para determinar si se necesitan indagaciones del Congreso.) Por otra parte, usted podría mandar una copia de cortesía de su propuesta a personas importantes (tales como su representante en el Congreso) con una carta de transmisión declarando que la copia es solamente para información y no para que actúe sobre ella.

No hay reglas fijas para seguir el curso de su propuesta una vez presentada. Basándose en su conocimiento de la agencia proveedora de fondos, usted tendrá que decidir cuál será su curso de acción. Pero, otra vez, recuerde no sobrepasarse en cualquier contacto que usted tenga con la agencia mientras ésta considera su propuesta.

El proceso de revisión [The Review Process]

El proceso de revisión de una agencia proveedora de fondos, como el proceso de revisión interno de una organización, puede variar de lo muy sencillo (como cuando una persona dice "me gusta, concedámosle los fondos") a lo muy complejo (seis meses de exámenes por personas de dentro y de afuera de la agencia). Aunque el proceso de revisión de su propuesta se encuentre probablemente en alguna parte entre estos dos extremos, la mejor manera de averiguar con seguridad cuál va a ser su proceso de revisión es preguntar. La mayoría de las agencias no tendrán inconveniente en decirle cuál es su proceso de revisión, aunque es probable que no le digan quiénes van a ser sus revisores.

Las fundaciones y agencias del gobierno por lo general tienen un proceso de revisión muy complicado, aunque las revisiones de las fundaciones son por lo general más sencillas que las del gobierno federal y estatal.

El proceso de revisión de una fundación podría incluir:

- Una comprobación para ver si todo el formato necesario, incluyendo el presupuesto, la lista del consejo de administración y la prueba del estado legal de exención de impuestos ha sido recibido
- Un examen por un miembro del personal para determinar si el proyecto propuesto cae dentro del propósito y las restricciones de la fundación
- Una evaluación y recomendación al consejo administrativo de la fundación por el comité de subvenciones (por lo general compuesto por miembros del consejo, miembros del personal y consultores de afuera)
- Una evaluación y decisión final por el consejo administrativo de la fundación (el cual, por lo general, aunque no siempre, sigue la recomendación del comité de subvenciones
- Una respuesta al autor de la propuesta

Los procedimientos de revisión de propuestas del gobierno a menudo son más complejos. Esto es de esperarse si uno considera el número de propuestas presentadas, y las cantidades de dinero otorgado. El proceso de revisión para el Programa de LEEM [WEEA] descrito en las cuatro operaciones que siguen es el más común de la mayoría de las agencias federales:

1. Todas las solicitudes son revisadas conforme a la "Revisión Discrecional del Programa de Subvenciones y Procedimientos Administrativos", del Manual de la Administración de Subvenciones de SEAS [HEW].
2. Cada solicitud es leída por un panel de tres personas, una del gobierno y dos de afuera (que no pertenecen al gobierno). Estas personas son escogidas de acuerdo al criterio previamente establecido que refleja tales intereses como: conocimiento y experiencia en el área de la equidad educativa de la mujer y en áreas substantivas que se identifican con la Ley de la Equidad Educativa para la Mujer, LEEM [WEEA], así como también una diversidad geográfica, representación de todos los niveles de instrucción y representación de la composición general de la población en términos de sexo, raza, y etnicidad.
3. Los paneles evalúan cada solicitud basándose en los criterios establecidos según el reglamento del Programa de LEEM [WEEA] (CFR 160 f, del 28 de junio de 1977). Una vez completada la revisión, el Personal

del Programa de la Mujer clasifica todas las solicitudes colocándolas en el orden de importancia, según la disponibilidad de los fondos, y elabora la primera lista de posibles concesiones de fondos. Se determina una escala de competencia, y las propuestas que han ganado cerca de 165-170 tantos o más se consideran más detenidamente. En este punto del proceso otros factores, además de la evaluación de los revisores, entran en las decisiones de la concesión de fondos.

Estas decisiones están basadas en las consideraciones adicionales siguientes, contenidas en esta disposición (§160f.9): los proyectos deben ser representativos colectivamente de todos los niveles de educación y deben reflejar la diversidad de necesidades o intereses de la equidad educativa de la mujer. También deben reflejar una variedad de estrategias para aplicar a las necesidades, una variedad de sistemas de distribución, y variedad demográfica. Un último factor que contribuye a la lista final de las solicitudes recomendadas para recibir fondos es la disposición estatutaria de que los programas aprobados y los proyectos reflejen una distribución geográfica apropiada, por todo el país (§160f.10(a)(4)).

4. Las subvenciones recomendadas son luego presentadas a la División de la Gestión y Administración de Subvenciones (DGAS) [Grants Procurement and Management Division (GPMD] para las negociaciones.

Negociaciones [Negotiations]

Una vez que el proceso de revisión de la propuesta se ha completado, usted y la agencia proveedora de fondos probablemente iniciarán las negociaciones correspondientes para determinar exactamente lo que se va a hacer por el monto exacto del dinero. La agencia, basada en los comentarios de las revisores, en el examen por el personal, y en el de la DGAS [GPMD], puede pedirle que haga algunos cambios o modifique o elimine algunas categorías del presupuesto. En estas negociaciones se trata de dar y tomar, por lo tanto esté usted dispuesto/a a ceder algunas cosas para conseguir otras, pero no comprometa aquellos aspectos que usted considera parte integral del éxito de su proyecto. Si usted piensa que las sugerencias de la agencia van a dañar el proyecto, dígaselo y explíquele el por qué. Si hay algunos gastos que usted no puede justificar, dispóngase a eliminarlos.

Tenga en cuenta el triángulo tiempo-costo-ejecución: un cambio en cualquiera de los "lados" del triángulo requiere un ajuste de por lo menos uno de los otros lados. Si la agencia reduce su presupuesto (el "lado del costo" del triángulo), usted querrá considerar la envergadura del trabajo (el "lado de la ejecución") y/o extender el límite de tiempo de su proyecto (el "lado del tiempo"). Los tres están relacionados entre sí. La agencia proveedora de fondos le ayudará en esta operación, ya que a ella le conviene que su proyecto tenga éxito.

Durante todo el proceso de las negociaciones es conveniente recordar que las personas de la agencia proveedora de fondos están allí para ayudarle a usted y otorgarle el dinero. El suplemento le dará una buena idea sobre algunas de las preguntas que se le podrían hacer a usted durante este proceso. Esté listo con buenas respuestas. Esto podría resultar en un ejercicio excelente de ensayo para el grupo que escribe la propuesta.

Una vez completadas las negociaciones, no se olvide de escribir una carta a la agencia detallando los cambios hechos en la propuesta y especificando el presupuesto exacto que ustedes ambos acordaron. Las negociaciones no están completas hasta que los cambios revisados no hayan sido recibidos por la agencia proveedora de fondos.

Aprobación [Approval]

Una vez completadas las negociaciones y cuando haya recibido aviso oficial de la concesión de la subvención, usted o un representante autorizado de su organización tendrá que firmar la documentación final--su contrato. Este documento indicará las fechas oficiales del comienzo y fin del proyecto; explicará los informes financiero y de progreso debidos y su contenido; y estipulará cómo y cuándo se le va a pagar a usted.

A menudo hay un período de semanas, y posiblemente aún de meses, entre la fecha en que comienza su proyecto y la fecha en que usted recibe el primer cheque. Si no puede empezar el proyecto hasta recibir el dinero (y muchas organizaciones pequeñas no pueden), cerciórese de que lo sepa la agencia proveedora de fondos para que usted pueda hacer otros arreglos, tales como extender la fecha de clausura del proyecto. Si no lo hace, puede que se vea obligado/a tratar de terminar su proyecto de doce meses en once o aun en diez meses.

Una persona del personal de la agencia proveedora de fondos será asignada a su proyecto como "funcionario del proyecto" cuando usted reciba la subvención. Toda comunicación con la agencia deberá hacerse por medio del funcionario del proyecto. Ella o él le ayudará a usted con los problemas y preguntas que tenga y también revisará su progreso durante todo el proyecto. Si su subvención es más de $30.000, recibirá probablemente una visita del funcionario del proyecto u otro representante de la agencia al lugar durante el período del financiamiento. Recuerde que la agencia quiere saber acerca de sus problemas así como de sus éxitos, por consiguiente no tema pedir consejo.

Cerciórese, también, de que sus informes sean completos y entregados a tiempo. Si su proyecto recibe cualquier publicidad, asegúrese de dar crédito a la agencia proveedora de fondos. Después de todo, ella lo ha hecho posible, y puede que usted vuelva a presentar otra propuesta el año que viene.

Rechazo [Rejection]

Aunque nosotros hemos estado suponiendo que usted ha conseguido los fondos para su proyecto, hay, por desgracia, una posibilidad de que su propuesta sea rechazada. Si esto sucede, lo más importante que hay que hacer es averiguar por qué la propuesta fue rechazada. Llame a las personas de la agencia con quienes ha tratado y pregúnteles por qué su propuesta no consiguió los fondos. Cuando lo haga, no se ponga a la defensiva ni adopte una posición argumentativa. Explíqueles que usted piensa que su idea era buena y que le gustaría tener algunas sugerencias para mejorar la propuesta. Puede que usted halle que su propuesta fue rechazada porque dejó pasar una fecha de vencimiento o no llegó a cumplir con todos los requisitos de la agencia (aunque, si usted leyó cuidadosamente esta guía y las normas de la agencia, eso no debería suceder). También pudo suceder que la competencia era muy dura y aunque su propuesta era buena no lo era lo suficiente. (Si alguien le dice esto, puede que le digan la verdad. Hay muchos grupos con ideas sobre las maneras de ayudar a la mujer, y muy pocas fuentes de fondos.) También, especialmente en el caso de pequeñas agencias proveedoras de fondos, puede ser que los otorguen al que llega primero y que se les haya agotado el dinero este año, pero es posible que respondan favorablemente si vuelve a presentar su propuesta en otra oportunidad.

Según la ley, las agencias federales deben devolverle la propuesta rechazada y destruir las copias restantes. Si usted se lo pide, también deben proveer los comentarios de los revisores--dándole las razones por las cuales no le fueron concedidos los fondos. Si su propuesta fue rechazada, escriba inmediatamente, pidiendo un juicio crítico por escrito. La preparación de estos comentarios toma bastante tiempo; posiblemente usted tendrá que esperar. Otra forma alternativa de abordar la cuestión es renunciar al derecho del informe escrito y pedir una breve relación verbal en la oficina de la agencia o por teléfono. Lo importante es averiguar el por qué, vea lo que puede hacer y trate otra vez. Después de todo, usted ahora ya tiene experiencia en escribir propuestas.

CUARTA PARTE

LA DINÁMICA EXITOSA DEL PROYECTO [MAKING THE PROJECT WORK]

CUARTA PARTE

La dinámica exitosa del proyecto
[Making the Project Work]

Después de semanas o meses preguntándose si su propuesta recibirá fondos, su primera reacción a una respuesta favorable de la agencia proveedora de fondos probablemente será de entusiasmo. Y la reacción siguiente tal vez de desmayo. Como usted sabe o sospecha, un director eficaz de un programa de equidad educativa para la mujer tendrá que actuar en varias ocasiones como un diplomático hábil, visionario, historiador social, árbitro, y modelo de comportamiento, además de ser un director de proyectos sumamente organizado y profesional.

Ya que nosotros damos por supuesto que usted nunca dirigió un proyecto anteriormente, los próximos capítulos le darán una base para dirigir un programa de equidad educativa para la mujer, incluyendo:

- modos de planear y organizar su año de trabajo
- cómo escoger la estructura administrativa más apropiada
- cómo emplear, comunicarse con ellos y (si fuera necesario) despedir a miembros del personal
- cómo delegar la responsabilidad
- cómo tratar con el papeleo
- cómo controlar los presupuestos
- cómo mantener contacto con la comunidad a la cual sirve su proyecto haciéndose responsable ante ella, y
- cómo elaborar un conocimiento político

Capítulo I

Estructuración del proyecto [Structuring the Project]

Muchos directores de proyectos piensan que la mejor manera de empezar un proyecto es comenzar a planear "qué" y "quién" va a necesitar la obra aún antes de estar seguros si la propuesta ha recibido fondos. Ya que los pedidos de subvenciones más convincentes son aquellos que especifican mejor las tareas a realizar y las personas y dinero necesarios, usted debe efectuar la mayor parte de este trabajo preliminar durante el curso de redacción de su propuesta. Así que ya debe saber quiénes van a constituir el personal del proyecto, quiénes van a trabajar como consultores y/o subcontratistas y quiénes van a servir en su comité de consulta, si piensa usar uno. De igual modo, si hay escuelas, universidades, agencias u otros individuos u organizaciones cuyo interés y cooperación van a ser esenciales para su proyecto, usted puede que haya solicitado y recibido sus cartas de apoyo con semanas de anterioridad a la presentación de su pedido de fondos.

Adelantándose al proyecto [Getting a Jump on Your Project]

Si usted todavía no ha identificado a las personas y agencias que necesitará para alcanzar los objetivos de su proyecto, todavía está a tiempo después de mandar su propuesta. Calcule exactamente con quiénes le gustaría trabajar, luego póngase en contacto con ellos para estar seguro de que están listos para cooperar siempre y cuando su idea fuese aceptada para recibir los fondos. Sea usted sincero acerca del estado actual hipotético de su proyecto, especialmente si piensa que su idea es una cosa improbable, y no correrá el riesgo de alienar a posibles colegas y compañeros de trabajo. Reciba o no la subvención, los contactos que establezca ahora podrán ser una ventaja de valor en su próxima tentativa relacionada con la equidad educativa de la mujer.

Democracia vs. jerarquía [Democracy vs. Hierarchy]

Si el plan administrativo descripto en su propuesta no especificaba quién iba a ser responsable de las decisiones mayores y menores (vale la pena insistir otra vez que las solicitudes de subvenciones más convincentes identifiquen "quién" al igual que "qué", "cómo", "dónde", "por qué", y "cuándo"), decida antes de obtener la respuesta de la agencia proveedora de fondos cómo se integrará la organización administrativa. Las dos preferencias fundamentales son la democracia participatoria, en la cual las decisions que afectan a todo el personal se toman por el consenso del grupo, y la jerarquía tradicional, en la cual las opiniones del grupo pueden ser tomadas en consideración, pero las decisiones finales las hace el director del proyecto. Aunque ambas organizaciones o estructuras deberían ser modificadas para ajustarse a sus necesidades, usted debe poner en claro quién va a ser responsable de las decisiones finales o de lo contrario correrá el riesgo de que haya discusiones, demoras y evasión de responsabilidad.

Al decidir cual organización o estructura es apropiada para usted y su personal, tenga en cuenta que la idea del consenso del grupo es más popular entre los líderes de la equidad educativa para la mujer que entre otros directores de proyectos por razones que serán delineadas más adelante, pero a pesar de esto, se emplea con menos frecuencia que la organización jerárquica o estructura piramidal. En este tipo de organización administrativa, el director del proyecto está situado en el punto cumbre o cima de la pirámide, un ayudante del director o segundo en el mando está un poco más abajo que ella/él, los profesionales más nuevos en la organización le siguen a éstos y el personal de oficina está en la base. Las ventajas de la jerarquía son las del escalafón u orden de responsabilidad; se asignan las tareas de acuerdo con la antigüedad y la experiencia profesional, y cada cual sabe quiénes son los que toman las decisiones y cómo funciona este proceso. Otra ventaja es la eficiencia. Ya que su agencia proveedora de fondos exige que usted nombre a alguien como director del proyecto, aún si usted decidiera administrar por consenso, funcionaría mejor en el mundo exterior utilizando el modelo jerárquico.

El lado negativo de la preferencia de una organización jerárquica o piramidal consiste en que usted puede quedar ajeno a las necesidades e intereses de su personal, e impedir que personas capacitadas asciendan profesionalmente. Puede también que usted asuma una carga de trabajo imposible, si no está acostumbrado/a a delegar tareas a otros y considera el cargo administrativo como una responsabilidad extra, necesaria, pero poco interesante. Además usted queda expuesto/a a la crítica de aquéllos que piensan que los intentos de los líderes de la equidad educativa para la mujer en crear la igualdad deberían empezar en casa--o más precisamente, en la oficina.

Los que favorecen la organización llana o democrática admiten que a veces es necesario funcionar tradicionalmente cuando usted está tratando con personas ajenas al proyecto y puede que sea más fácil organizar un proyecto grande a lo largo de líneas jerárquicas. Pero una directora de proyectos, que encabeza una plantilla de personal de 13 miembros, dice que sus compañeros de trabajo no tendrían tanto entusiasmo ni motivación si no sintieran que están jugando un papel importante, que tienen un interés legalmente establecido y control sobre el éxito del proyecto. Es posible cooperar en hacer decisiones aún con una plantilla grande de personal, afirma ella, explicando que no es necesario ni posible implicar todo el personal en cada aspecto de cada decisión. Si fuese necesario un cambio en el presupuesto, por ejemplo, se formaría un comité para resolver ese problema en particular. Mientras que la aportación de cada cual sería acogida con agrado, la decisión final correspondería a la persona principalmente responsable de los asuntos del presupuesto y tanto la decisión como su razón fundamental serían transmitidas por el comité al resto del personal.

Como resultado de este proceso de ayuda mutua, no competitivo de compartir información y poder, esta directora de proyectos piensa que cada miembro de la plantilla del personal surge como "líder modelo de la educación no sexual". Al mismo tiempo la institución del proyecto ve que una estructura administrativa democrática puede ser eficiente y efectiva. Una vez más, el único peligro inherente en el sistema no jerárquico consiste en irse al extremo; el buscar el consenso en cada decisión, pequeña o grande, puede absorber demasiado trabajo, y esforzarse por conseguir una aportación igual de cada uno puede resultar impracticable.

En vez de escoger ya sea la organización demócratica o bien la organización jerárquica, puede que a usted le convenga más combinar las dos. Un proyecto tiene un director y un codirector que toman juntos las decisiones más importantes (después de recibir los consejos y opiniones de todos los miembros del personal). Mientras que cada miembro del personal es responsable de sus tareas específicas, todo el personal contribuye ideas para realizar las tareas antes que ningún individuo haga el trabajo. Bajo este sistema hay aportación del grupo y responsabilidad individual al igual que una dirección de extremo a extremo en la administración del proyecto.

El conocimiento del sistema
[Understanding the System]

Sea que usted planea ser el administrador de un proyecto de equidad para la mujer o miembro del personal, una última tarea que usted puede llevar a cabo, o bien antes o poco después de presentar su propuesta, es averiguar quiénes son las personas importantes en la equidad educativa para la mujer en su localidad y comenzar a asistir a sus reuniones. No espere invitaciones de ellos--llámelos e infórmeles acerca de su trabajo y por qué usted desearía conocerlos. Aunque su propuesta no reciba los fondos se enterará de quienes comparten sus intereses especiales, cuáles son sus problemas y cómo debería proceder con sus ideas para proyectos. Si usted no sabe quiénes son las personas que trabajan en la equidad para la mujer, escriba o llame a Women's Educational Equity Communication Network (WEECN), 1855 Folsom Street, San Francisco, CA 94103, (415) 565-3032. Están especialmente preparados para extender las líneas de comunicación entre las personas asociadas con la equidad educativa para la mujer. Los informes anuales del Programa LEEM [WEEA] también le darán a usted esta información.

Éste es también el punto en el cual usted debería tratar de aprender las reglas del procedimiento que gobierna su organización "materna" presente o futura. Familiarícese con los servicios, normas y el funcionamiento general de su organización materna y se encontrará mucho más en la delantera una vez que el proyecto se ponga en marcha.

Capítulo II

La puesta en marcha del proyecto [Setting the Wheels in Motion]

Su primera tarea crucial como director del proyecto será la de reclutar el mejor personal posible. Para este propósito averigüe cuáles son las reglas de empleo en su organización, luego piense en el tipo de conocimientos necesarios para llevar a cabo las tareas del proyecto. Puede que usted quiera analizar sus puntos débiles para así encontrar personas que las compensen. Si usted adolece en el área de los procedimientos de contabilidad, por ejemplo, debería considerar el empleo de un ayudante administrativo que tenga experiencia y competencia en el manejo de libros y registros financieros. Usted debería también recurrir a la propuesta para ver exactamente qué es lo que requiere cada tarea y cuáles van a ser sus necesidades e intereses.

Los informes confidenciales adicionales que siguen sobre el empleo de personal fueron recogidos de las discusiones con directores de proyectos por todo el país:

- Escoja a las personas basándose más en su capacidad que en su estilo personal. Las diferencias de estilo se pueden remediar--las deficiencias de ejecución son más difíciles de corregir. De todos modos, reconozca usted las cualidades personales y las actitudes generales que son esenciales para llevar a cabo la obra. Si usted piensa que va a necesitar personas que sean extremadamente responsables (que puedan dirigirse por sí mismas) y dispuestas a trabajar horas extra, sea usted sincero/a acerca de sus necesidades o menesteres durante la entrevista.

- Cuando intente juzgar si alguien es la persona apropiada para una plaza en particular, no le adjudique demasiado valor a las credenciales académicas que no sean respaldadas por alguna evidencia de que la persona en cuestión ha hecho uso de su instrucción. De igual modo, no le adjudique demasiada importancia a una carta de recomendación. Si es posible llame por teléfono al autor de la carta.

- Durante la entrevista, dígale al posible miembro de su personal tanto como fuese posible acerca del proyecto y el trabajo específico, pregúntele si ella/él tiene preguntas que hacer, luego averigüe cuáles son sus habilidades además de aquellas indicadas en su resumen, dónde ella/él quisiera hallarse profesionalmente dentro de un año y cuáles son las metas finales de su carrera. Las respuestas a estas preguntas deberían ayudarle a resolver si la persona entrevistada está realmente interesada en el trabajo o simplemente necesita el salario.

- Si usted decide que los solicitantes pasen un examen o hagan una tarea para examinar sus habilidades en el trabajo, escoja tareas que sean lo más representativas posible del material que usted va realmente a usar en su proyecto (tales como redactar una página, planear la sesión de un cursillo, escribir un plan para una lección). Y recuerde que algunas personas que son muy competentes se ponen nerviosas en las pruebas. Permita usted alguna tolerancia, si fuese necesario.
- Consulte usted al menos con una referencia del solicitante, y pregúntele acerca de sus puntos fuertes y débiles.

Delegación de responsabilidades [Delegating Responsibility]

Uno de los mayores errores que un/a director/a de proyectos puede cometer es echarse demasiada carga de trabajo encima. "Tómese usted algún tiempo para detenerse y reflexionar", sugiere el jefe de una importante agencia educativa de la costa oeste, añadiendo "La manera de medir su capacidad administrativa es mediante la cantidad de tiempo libre para el reposo".

A pesar de que un director de proyectos que entrevistamos en su agencia opinó que su sistema funciona sólo porque la función de la persona a la cabeza de una organización grande tal como la suya es más política que administrativa, a él no le falta razón y hay algo de verdad en su declaración. Lo que puede ocurrir es que su trabajo sea más extenso de lo que usted puede soportar y por consiguiente usted tendrá que asignar parte de él a otras personas, ya sea que puedan o no hacerlo con tanta eficacia como usted.

El primer paso en delegar la responsabilidad a otros consiste en abandonar la idea de que usted tiene que hacerlo todo. Luego consulte su propuesta y échele un vistazo a las tareas que usted delineó. Asegúrese de que usted está completamente al tanto de todo lo que debe hacerse.

El próximo paso, una vez que usted haya determinado el trabajo, consiste en asignar tareas a su personal. Hágalo en parte basado en la experiencia de éste, capacidad, y (si usted ha escogido el sistema administrativo tradicional) antigüedad, y en parte sobre la base de si ellos están interesados en ejecutar las tareas. Algunas organizaciones celebran una conferencia sobre el planeamiento del trabajo con cada empleado/a durante la cual el director del proyecto le explica lo que se espera de él/ella, cuáles son los límites del tiempo requerido, y cómo va a ser juzgada la actuación de la persona. Vale la pena entrar en detalle acerca de los criterios empleados en evaluar si la actuación de una persona es excelente, buena, satisfactoria o inadecuada.

Es también importante que el personal sepa que usted está dispuesto a ofrecerle ayuda. "En vez de decir 'Hágalo, usted es profesional'", dice un director de proyectos escrupuloso, "yo trato de decir 'Hágalo, yo le daré todo el apoyo que usted necesite'".

Al mismo tiempo que usted delínea las tareas que es necesario llevar a cabo y la persona encargada de cada una, establezca una tabla de tiempo u horario para completar cada tarea. Trate de planear lo más que pueda por adelantado, pero permítase algún tiempo de sobra para que no alarmarse en caso de que algún empleado se enferme de pronto o que otra demora burocrática retrase la obra. Esté dispuesto a planear, hacer reajustes de lo que se espera lograr, y volver a planear durante el curso de su proyecto.

Le será más fácil organizar su trabajo si usted diseña un diagrama indicando las actividades generales de su proyecto con un horario mensual, lo cual es un refinamiento más de la tabla de tiempo en su propuesta. Entonces usted sabrá, por ejemplo, que en octubre va a emplear personal y a alquilar espacio y equipo; desde noviembre hasta enero va a formular un método de pruebas; en diciembre usted va a entrenar a las personas que van a administrar las pruebas, etc. Otro diagrama mucho más detallado se podría emplear para planear cada día del mes, con las actividades diarias descritas para cada miembro del personal que trabaja en el proyecto. Se podría formular otro diagrama por separado para el comité o junta consultora del proyecto, si usted piensa trabajar con uno. Estos diagramas le serán muy útiles para llevar a cabo las tareas en el tiempo requerido y medir el progreso de su personal y del proyecto en general. Consulte la tabla de tiempo de su propuesta y revísela tanto como sea necesario durante el proyecto.

Desarrollo del trabajo en equipo y de un sistema eficaz de comunicación [Developing Teamwork and an Effective System of Communications]

Como director de proyectos interesado en realzar la equidad educativa para la mujer, usted ya estará familiarizado con la mayoría de los principios básicos del movimiento de la mujer. Para los feministas, el ambiente ideal de trabajo es aquel en el cual la gente respeta las habilidades y sentimientos de cada uno/a y al personal se le anima a cambiar información e ideas y aumentar al máximo su habilidad y talento. Si usted ha definido claramente las responsabilidades de cada miembro del personal de modo que cada persona comprenda cuál va a ser su contribución y cómo encaja íntegramente en el proyecto, usted ya ha hecho parte del trabajo para asegurarse que su personal funcione como equipo.

Según ha señalado un director de proyectos, "No hay reglas cuando se trata de motivar a las personas para que trabajen efectivamente o juntas. Algunas personas necesitan ser empujadas; otras necesitan que se les anime un poco". Pero él insiste en que hay mecanismos que usted puede establecer para aumentar la comunicación entre el personal y elevar su moral. Uno que le ha dado resultado por más de seis o siete años de administración es el almuerzo mensual del personal, al cual se invita a todo el personal sin excepción. El propósito es ventilar las quejas que pueden variar desde "Yo no sé lo que estoy haciendo aquí" hasta "la gaveta de mi escritorio se atasca y ya me tiene un poco harto". A menudo, basta con hablar del problema; en otros casos, el director del proyecto se asegura que el escritorio sea reparado. Mientras tanto ambas personas--el profesional y el que no lo es--tienen oportunidad para la interacción.

Otros directores de proyectos celebran un retiro semianual o trimestral en casa de un miembro del personal. Durante estas reuniones se planea y discute el trabajo para el trimestre y el personal puede relacionarse y conocerse entre sí en un ambiente amable y no forzado.

Otras técnicas para fomentar la cooperación incluyen las reuniones regulares del personal, donde cada uno informa a los demás de lo que está haciendo. Los miembros del personal reciben reconocimiento por sus contribuciones particulares en estas sesiones y al mismo tiempo pueden ver qué dirección lleva el proyecto entero. Uno de los proyectos de la equidad educativa para la mujer complementa sus conferencias quincenales para discutir el trabajo con sesiones quincenales alternas para promover el desarrollo profesional. En estas últimas, las personas de recursos enseñan tales habilidades como la de formular métodos de evaluación. "Un punto importante", dice uno de los tres codirectores del proyecto, "es demostrar que todos los miembros del personal están en proceso de desarrollo y crecimiento o mejora en algunas esferas y que nadie es un 'experto' o 'autoridad' en cada área".

Además de los retiros y reuniones a los que asiste todo el personal, muchos directores de proyectos animan a su personal a escribir informes periódicos sobre el progreso o los problemas y a mantener un cuaderno de conversaciones importantes en un fichero de lectura al cual tiene acceso todo el personal. Los artículos o documentos pertinentes que se reciben también se ponen en el fichero de lectura, para que todos estén al tanto de lo que está sucediendo en el campo de estudio así como también en el proyecto--especialmente importante cuando usted tiene personal que trabaja por horas.

Intercambio de ideas y evaluación del progreso del personal [Exchanging Feedback and Evaluating Staff Progress]

¿Hasta qué punto deberían los miembros del personal criticar su trabajo entre sí? Su respuesta a esta pregunta probablemente dependerá de la naturaleza del proyecto, pero la directora de un pequeño programa de la equidad educativa para la mujer sugiere que es buena política elaborar tal sistema de intercambio de reacciones en la producción de cualquier material visual o escrito. "Deje que otras personas le hagan parte del trabajo--no cediendo la responsabilidad de una tarea, sino preparando un borrador a tiempo para enseñárselo a personas que le puedan dar un buen juicio crítico", sugiere. Algunas personas a menudo esperan hasta el último momento porque inconscientemente no quieren la aportación de los demás. Pero usted puede y debe pedir el parecer de otras personas sobre lo que hay que añadir y suprimir. Establecer tiempo para la revisión debe ser parte del proceso de producción.

Otros directores de proyectos piensan que es importante establecer mecanismos no sólo para la evaluación de los materiales escritos y visuales más importantes, sino para evaluar el progreso del personal en general. Una directora llena una hoja modelo que ella ha elaborado que estima si una persona está cumpliendo con los requisitos del trabajo, luego habla con la persona cuya actividad está siendo juzgada. Ella opina que puede mantenerse informada del progreso del personal haciendo esta evaluación dos veces al año; otros directores de proyectos sugieren que las evaluaciones más frecuentes les permiten dar más apoyo, repasar tablas de tiempo y prevenir o reducir los errores.

El director de un proyecto de la equidad educativa para la mujer que está actualmente trabajando en forma experimental con una organización administrativa democrática, no estratificada, recomienda hacer tres evaluaciones el año, durante las cuales cada miembro del personal es evaluado por el resto del personal y tiene, a su vez, la oportunidad de evaluar a sus colegas. Cada persona del personal que trabaja en este proyecto también llena una hoja semanal de planeamiento que indica los objetivos semanales de la persona, la posición relativa de esos objetivos al terminar la semana y las tareas futuras necesarias. Si un miembro del personal no puede alcanzar esos objetivos, los otros pueden ayudarle a descubrir el problema y sugerir una solución antes de que su compañero cometa un error. La idea general consiste en convencer al personal de que debe solicitar ayuda cuando la necesite y no dejar el trabajo a un lado cuando halla un obstáculo.

Despidos y suspensiones
[Firing and Lay-Offs]

La decisión de despedir a un miembro de su personal puede que sea la tarea más desagradable que usted tenga que llevar a cabo como director de proyectos. Para aquéllos que sienten aversión a considerar tal posibilidad (como ocurre con la mayoría de nosotros), es reconfortante saber que mientras los directores con experiencia declaran que ellos en ocasiones se han visto forzados a hablar con un miembro del personal acerca de su mal desempeño en el trabajo, la mayoría ha participado en sólo uno o dos despidos en el curso de muchos años. Lo más probable es que usted nunca tenga que tomar la dolorosa decisión de evaluar negativamente los servicios de un empleado. Pero puede que usted tenga que tratar con alguien que no está desempeñando su labor como usted esperaba. La mejor manera de proceder es la siguiente:

- Entienda primero que hay mucha desigualdad en las mañanas, días, aún semanas en la vida de cada persona, cuando ésta no logra rendir mucho. Déle al miembro del personal que no está cumpliendo con sus deberes un poco de tiempo y espacio para ver si mejora.
- Pregúntese si parte de la responsabilidad le toca a usted. A veces usted puede ayudar a una persona a desenvolverse mejor trabajando a su lado hasta que adquiera confianza en sí misma y un sentido de capacidad y cumplimiento.
- Debido a las leyes actuales de igualdad de derechos y empleo, usted no puede despedir a nadie sin causa justa, y la causa justa debe estar completamente documentada. ¿Llega siempre tarde el empleado? ¿Alrededor de una hora? ¿Está rara veces en su puesto de trabajo? Mantenga usted una hoja de servicios de cuándo, cómo y hasta qué punto.
- Hable usted con la persona en cuestión en confianza. Cuando usted empleó a esta persona debería haberle explicado sus normas de trabajo: excelente, satisfactorio e inadecuado. Si no tuvo tal discusión en aquel entonces, háblele francamente del problema ahora; hágale una advertencia y déle un plazo de tiempo para que mejore.
- Averigüe usted cuál es el reglamento de su organización respecto de los casos en que un miembro del personal no desempeña sus tareas adecuadamente y sígalo. Tal vez tenga que escribir un memorandum oficial detallando la falta y cómo la persona puede resolver el problema. Puede que se requieran más advertencias y un período probatorio de una longitud específica. Se le pedirá a usted sin duda que siga controlando y documentando la falta o la mejora en el desempeño de la labor de la persona.
- Considere usted la posibilidad de cambiar la persona a otro trabajo, para el cual esté mejor preparada, si los procedimientos del personal de su organización se lo permiten.

- Si estos métodos fallan, y su proyecto está sufriendo serios contratiempos, vea si es posible darle un paro temporal antes de tener que despedir a dicha persona. De lo contrario despídala y no gaste energía emocional en sentirse cruel o culpable.

En algunas organizaciones, no se despide ni se para a las personas menos capacitadas; sencillamente no se les vuelve a dar empleo o se deja que se les agoten los fondos y no se las incluye en las nuevas propuestas. A menos que al miembro del personal no le importe claramente ni el proyecto ni la organización, éste es un método ligeramente menos justo de tratar con las personas. El director del proyecto debería dar una explicación con tacto pero sincera al miembro del personal que no volverá a ser empleado. De igual modo, si usted trabaja con personal temporal o interino a quien se le va a dar el paro en algún punto del proyecto o si usted de repente se ve obligado a reducir su personal debido a consideraciones inesperadas del presupuesto, asegúrese que las personas comprenden la razón por la cual se les da el paro y déjeselo saber lo más pronto posible.

Trámites burocráticos [Red Tape]

"Hay un número espantoso de leyes de acción afirmativa, de reglamentos de la igualdad de oportunidad y derechos, de leyes de salarios y horas de trabajo, de métodos de contabilidad, de materiales modelo, adherido a los contratos y otros constreñimientos y responsabilidades para atrapar al director incauto", dice el director de una gran organización de investigaciones. "Pero el/la nuevo/a director/a de proyectos no debería espantarse por ello, sino simplemente saber donde conseguir ayuda".

Si su organización tiene una oficina de cumplimiento de contratos, puede ayudarle a que usted no se vea envuelto en trámites burocráticos. De otro modo, cuando tenga duda, pregúntele por escrito al funcionario de su proyecto para que usted esté a salvo en caso de que tropiece con alguna restricción. Usted también debe llamar a la oficina proveedora de fondos cuando existe un conflicto entre el reglamento federal o del estado y las reglas de su organización. Averigüe exactamente quién le puede ayudar, luego llame a esa persona directamente y consiga su ayuda.

Control del presupuesto
[Monitoring the Budget]

La mayoría de las organizaciones desde las de tamaño medio hasta las más grandes tiene una oficina de contabilidad o un gerente de negocios que le puede ayudar a diseñar y a conducir una cuidadosa verificación de su presupuesto. También le ayudarán cuando se trate de contratos, contabilidad, compras, hoja de paga para el ajuste de cuentas. Si le pueden proporcionar un impreso mensual de la computadora de todos los gastos de su proyecto, aproveche usted este servicio y pídales que le expliquen la información que le dan para que usted pueda utilizarla.

Si su organización es demasiado pequeña para ofrecerle ayuda fiscal, tome el presupuesto total, divídalo por el número de meses que tiene para completar el proyecto e insértelo en la tabla de tiempo de su presupuesto. Una vez que usted haya visto lo que puede gastar en un mes, podrá compensar los viajes extra o gastos de imprenta de un mes determinado, gastando menos al mes siguiente. También usted podría solicitar la ayuda de un contable o tenedor de libros que esté dispuesto a aconsejarle en una ocasión y luego responder a preguntas de vez en cuando. Pero haga lo que haga, trate de obtener ayuda. A menos que usted haya estudiado contabilidad, puede que no se dé cuenta de todo lo que hay que saber.

Nivel de responsabilidad
[Maintaining Accountability]

Como responsable de los fondos públicos, usted tiene una obligación no sólo hacia su personal y hacia la organización con quien trabaja, sino también hacia el electorado a cuyo servicio está su proyecto. Como mantener la responsabilidad hacia las personas afectadas por su proyecto es en parte una labor de relaciones públicas y en parte una cuestión de obtener una reacción de las escuelas, de los maestros/as, instituciones u otros grupos a quienes usted quiere alcanzar como objeto de su misión.

Mientras que el tipo de trabajo de relaciones públicas que como director de proyectos usted tendrá que hacer podrá variar conforme a si está principalmente dedicado a la investigación, al entrenamiento, al fomento o servicio, los directores de proyectos con experiencia recomiendan que siga los siguientes pasos:

- Decida cuáles son sus prioridades. El mantener responsabilidad hacia el público en general es una meta que vale la pena, pero primero preocúpese por la responsabilidad hacia su personal, su institución, la población especial que usted sirve y hacia las normas federales, locales o del estado.
- Sea usted cortés, amable y amistoso/a con cualquiera que le haga preguntas acerca de su proyecto--aunque usted decida que el público en general no es su más alta prioridad, ellos tienen una razón legítima para llamarle o escribirle para pedirle información y saber cómo gasta usted su dinero.

- Siempre que sea posible, conteste usted mismo el teléfono y sea tan accesible como pueda a las personas de afuera que tienen interés en su proyecto.
- Establezca una junta consultora o comité de personas que representen a su electorado y defina sus responsibilidades de tal manera que ellos puedan reunirse con usted regularmente para aconsejarle sobre el impacto que usted está haciendo y mantenerle al corriente de las necesidades del grupo a quien sirve su proyecto o electorado.
- Si usted no incluyó en el presupuesto los costos de envío de tiradas de prensa a los medios locales de información, vea si puede hacerlo una vez que su proyecto se pone en marcha. Esto es especialmente importante si usted está prestando un servicio. La producción de una tirada de prensa de una página escrita por usted o por un miembro del personal debe incluir los costos mínimos de papel, copias y correo.

Los métodos empleados para obtener la reacción de las personas cuyas necesidades su proyecto está intentando remediar comprenden los procedimientos siguientes:

- Proporcione a las personas los formularios de evaluación con la dirección para la respuesta en las conferencias o cursillos que usted dirija para que puedan darle a usted sus opiniones sobre el material presentado, el formato en que usted lo presentó, etc.
- Proporcione formularios similares de reacción o tarjetas postales que puedan ser fácilmente recortadas y devueltas en los folletos, periódicos enviados por correo a subscriptores u otras publicaciones que usted mande. Si la producción de una circular de noticias es una de las tareas exigidas por el proyecto, emplee una pequeña sección para pedirle a las personas que le informen sobre sus necesidades de información y prométales que usted publicará tantas cartas como pueda.
- Si usted puede conseguir los fondos para hacerlo, diseñe un cuestionario para sus usuarios para averiguar si el producto que usted les ofrece satisface sus necesidades.

Las ventajas de una buena política [Exercising Political Savvy]

Una directora de proyectos que detesta el manejo político empleó a una codirectora que está altamente capacitada para expresarse convenientemente en el momento oportuno con la gente apropiada. "Ella [la codirectora] se lanza a los niveles más altos", declara su colega. "Ella toma la iniciativa de conocer a las personas en el poder y saber cómo operan, por eso nos ahorra tiempo, dinero y esfuerzo. Es ingenuo el pensar que uno no necesita jugar a la política cuando uno está haciendo una labor de calidad. Si usted quiere efectuar cambios sociales, alguien en su plantilla de personal tiene que ser políticamente sofisticado/a".

Mientras que la gente astuta a menudo parece que nace de esa manera, es posible que usted aprenda a evitar ciertas trampas y a promover su proyecto. Cuando trate con personas importantes, por ejemplo, tales como un miembro de un grupo consultor o un funcionario de una agencia de fondos, no le encargue a ninguno de su personal que los reciba ni dirija las reuniones con ellos/as. Recójalos/as en el aeropuerto, llévelos a comer a un restaurante y acompáñelos hasta el lugar de su alojamiento. Y más importante aún, haga uso de sus contribuciones. No les escriba diciéndoles que sus recomendaciones no son pertinentes--trate siempre de hallar una recomendación que usted pueda poner en práctica. Un paso igualmente positivo es entregar en mano el primer borrador de un informe importante a fin de entusiasmar a los receptores con la descripción de su contenido y señalar donde está la información interesante. Si no tiene los medios para ir en persona, llámelos por teléfono y despierte su entusiasmo por el informe.

Asegure su propio futuro y el de su programa hablando con la gente de los fondos acerca de lo que usted piensa ocurrirá en los años futuros. Trate de estar a la vanguardia en la línea de su pensamiento programático. Y, si usted no ha empezado a establecer contactos con las emisoras nacionales, estatales y locales de radio y televisión antes de presentar su propuesta, o al terminarla, debe hacerlo ahora mismo. Cuantos más contactos usted tenga con mujeres y hombres que trabajan en áreas similares, más conocimiento tendrá acerca de lo que está pasando en el campo de estudio en la actualidad y de lo que queda por hacer en el futuro.

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Jefes de los grupos locales de entrenamiento

Lilly Aguilar (1978-79, 1979-80)
Janet Cheatham Bell (1977-78)
Sandra Bromfield (1978-79, 1979-80)
Edna Brown (1977-78, 1978-79, 1979-80)
Alice Cardona (1978-79)
Sue Costello (1978-79, 1979-80)
Margaret Denton (1977-78)
Nancy Dittman (1977-78)
Janet Douglass (1977-78, 1978-79, 1979-80)
Beth Ducolon (1978-79, 1979-80)
Iris Ewing (1977-78)
Martha Fair (1977-78, 1978-79, 1979-80)
Anne Floden (1979-80)
Queen Fowler (1978-79, 1979-80)
Gloria Golden (1977-78)
Barbara Greadington (1977-78)
Nancy Hanson (1977-78)
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291

Volume II: The Supplement

DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

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Women's Educational Equity Proposal Development Project

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Center for the Study of
Contemporary Rural Women
P.O. Box 3645
University, Mississippi 38677
Dr. Katharine Rea, Director

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
Dr. John Hemphill, Director

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DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

VOLUME II: THE SUPPLEMENT

WALTER M. MATHEWS
Center for the Study of
Contemporary Rural Women

LISA HUNTER
MARGARET ROBINSON
Far West Laboratory for
Educational Research and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary
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Staff of the Women's Educational Equity Proposal Development Project are:

Far West Laboratory

Lisa Hunter, Project Director
Margaret Robinson, Co-Director
Donna Bellorado, Associate
W. Pearl Howell, Associate
Annalee Elman, Evaluator
James Bowie, Administrative Assistant
Nancy Dannenberg, Support

Center for the Study of Contemporary Rural Women

Walter Mathews, Project Director
Patricia Campbell
Patricia Christian
Dorothy Baker
Cyndi Wolfe

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Ken Harms developed and field tested the Budget chapter of the Guide;

Pearl Howell wrote the Evaluation Plan chapter of the Guide;

Jane Margold edited the Guide and wrote the section "Making the Project Work";

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Michael Yearout did the final typing of The Guide and The Supplement;

Muriah Allen designed the project logo, and John Hunter designed the covers of the three volumes.

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Walter M. Mathews
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Margaret Robinson

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Introduction

During 1977 and 1978, the Women's Educational Equity Proposal Development Project developed a set of materials and conducted a series of workshops on proposal writing under a contract from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The goal of this project was to give people throughout the country the skills and resources with which to translate their ideas into fully-developed grant proposals for projects related to educational equity for women. The materials and workshops were designed for people who had no experience in writing proposals, and who did not have access to any other such assistance.

Throughout the written materials, we use the term proposal in the general sense, meaning a written document that sets forth in detail an idea for consideration to a funding source. There is a technical difference between two kinds of proposals: a grant application, and a contract proposal. These terms are defined in the section of the Guide on "The Pre-Writing Phase." Although these materials concentrate on the development of a grant application, most of the information is also applicable to contract proposals. Differences are mentioned when appropriate. Likewise, the information given on WEEAP and other programs related to educational equity for women is applicable to most other funding procedures.

The three volumes of printed materials are:

Developing Successful Proposals in Women's Educational Equity

Volume I: The Guide
Volume II: The Supplement
Volume III: The Swipe File

Each volume stands alone, but use of all three provides maximum coverage of the topic of proposal writing. An additional aid is a set of audiocassettes of excerpts from some of the workshops that were held around the country.

The Guide is the key volume; it gives an overview of the process of developing a proposal, from conceiving an idea and locating a funding source, through the writing stage to the submission of the proposal to a funding agency. It contains checklists and worksheets for practicing new skills.

The Supplement contains resource information that is useful in researching and writing a proposal. It is keyed to the topics covered in the Guide, and includes resources on funding for projects focusing on educational equity for women, sources of background and research data on women, and samples of each component of a proposal.

The Swipe File consists of three proposals that were funded (two by the WEEA Program and one by the National Institute of Education) and the reviewer comments for each application. This volume can be used as a "model" for a fully-developed proposal, as well as for demonstrating the kinds of comments a proposal reviewer makes.

PART I: THE PRE-WRITING PHASE

PART I.A: SOURCES OF INFORMATION FOR AND ABOUT WOMEN

The information in this section lists sources for getting technical assistance in developing your project and for gathering data for your need statement.

Contained in this section are the following:

- A list of government agencies and addresses, and a description of the information you can get from them.
- A list of periodical indexes and journals.
- Addresses you can write to for bibliographies and directories on women.
- Periodicals that focus on women's issues as they relate to education.
- The addresses of some organizations devoted to women and their concerns.
- A list of women's centers in the United States.

GOVERNMENT AGENCIES

Some sources of population, economic, and social data are:

1970 Census of Population, "General Social and Economic Characteristics," PC(1)-C6, April 1972.

Are available for all 50 states, U.S. territories, and the District of Columbia. Populations are divided as follows: 2,500 - 10,000, 10,000 - 50,000, and 50,000 or more, all counties, and each State.

1970 Census of Population, "Characteristics of the Population," Vol. 1, April 1973.

These are also available for the 50 States and U.S. territories, and the District of Columbia. Data are broken down by each city, county, and Standard Metropolitan Statistical Area (SMSA).

For further information and explanation of concepts, contact:

U.S. Department of Commerce
Bureau of the Census
Social and Economic Statistics Administration
Washington, D.C. 20233

Data on women and minorities: employment, unemployment, labor force.

Industry employment data by sex and race for U.S. total, census regions, States, and 50 largest SMSA's are found in Equal Employment Opportunity Report, 1973, "Job Patterns for Minorities and Women," 10 volumes. They include:

Occupational employment patterns in private industry for the region, by State, industry, minority group, and sex.

Occupational employment patterns in selected SMSA's by industry, minority group, and sex.

For further information and technical assistance, contact:

U.S. Equal Employment Opportunity Commission
2401 E Street N.W.
Washington, D.C. 20506

Current labor force data (monthly, quarterly, and annual average) by sex and race (and many other demographic and economic breakdowns) are available from:

U.S. Department of Labor
Bureau of Labor Statistics
Office of Current Employment Analysis
Washington, D.C. 20212

Current employment data by detailed industry and sex are available from:

U.S. Department of Labor
Bureau of Labor Statistics
Division of Industry Employment Statistics
Washington, D.C. 20212

Current data on employment, unemployment, and labor force for States and local areas (27 largest States, 30 SMSA's, and some central cities) are available from:

U.S. Department of Labor
Bureau of Labor Statistics
Division of Local Area Unemployment Statistics
Washington, D.C. 20212

Statistical data on education are available from:

National Center on Educational Statistics
400 Maryland Avenue S.W. Room 3073
Washington, D.C. 20202

Additional Sources

Most States publish a statistical abstract similar to that published for the United States. This is a good source of State and local area data on a wide range of topics.

The Statistical Reporter, published monthly by the Statistical Policy Division, Office of Management and Budget, Washington, D.C. 20503, is a source of data which may prove helpful.

The Women's Bureau, U.S. Department of Labor, functions, in part, as a clearinghouse for data on women and minorities. Write:

U.S. Department of Labor
Women's Bureau
200 Constitution Avenue N.W.
Washington, D.C. 20210 (202) 523-6611

There is also a Women's Bureau of each of the ten HEW regional offices.

PERIODICALS AND PUBLICATIONS

Indexes and Abstracts

Because research related to women's issues is being conducted in diverse fields, many periodical indexes and journals can provide information concerning current developments on a given topic.

Women's Studies Abstracts gives a general overview of articles published in a variety of periodicals. This journal is published quarterly, however, so there is a time lag between article publication and abstract availability. Further, Women's Studies Abstracts neglects to abstract many major periodicals systematically. Therefore, other sources should be consulted as well. Women's Studies Abstracts is available by writing to P. O. Box 1, Rush, NY 14543.

Some other indexes and abstracts available include the following:

Index Medicus
National Clearinghouse for Mental Health Information
Psychological Abstracts
Social Science and Humanities Index
Sociological Abstracts
Women's Studies Abstracts

Journals

The following periodicals, aimed at a sophisticated lay audience as well as professionals, regularly include articles and items on women's issues.

Human Behavior
Psychology Today
Society (formerly Transaction)

These journals have recently published research on women's concerns and are likely sources for information that will be useful in your proposal:

American Association of University Women Journal
American Behavioral Scientist
American Journal of Public Health
American Journal of Sociology
Feminist Studies
Journal of Counseling and Clinical Psychology
Journal of Helath and Social Behavior
Journal of Marriage and the Family
Journal of Social Issues

Massachusetts Review
Monthly Labor Review
New England Journal of Medicine
Science
Scientific American
School Review
Sociological Inquiry
Sociology of Education

Feminist Journals

It is more difficult to specify the feminist publications most helpful as resources for keeping up with research on women's issues. The following periodicals are good sources of information:

Alert (1346 Connecticut Ave., NW, Room 1122, Washington, D.C. 20036).
Breakthrough (222 Strong Hall, University of Kansas, Lawrence, KS 66045).
Comment (Radcliffe Institute, 3 James St., Cambridge, MA 02138).
Created Equal (Box 22652, Jackson, MS 39205).
The Executive Woman (747 Third Ave., New York, NY 10017).
The Furies, Lesbian/Feminist Monthly (Box 8843, S.E. Station, Washington, D.C. 20003).
Issues in Radical Therapy (IRT Collective, Box 23544, Oakland, CA 94623).
Journal of Communication (The Annenberg School of Communication, University of Pennsylvania, 3620 Walnut St., Philadelphia, PA 19174).
Journalism Quarterly (Association for Education in Journalism, c/o Harold W. Wilson, School of Journalism, University of Minnesota, Minneapolis, MN 55455).
Media Report to Women (3306 Ross Place, N.W., Washington, D.C. 20008).
Momma, The Newspaper for Single Mothers (Box 567, Venice, CA 90291).
Monthly Abstract (New Moon Communications, Box 3488 Ridgeway Station, Stamford, CT 06905).
MS (370 Lexington Ave., New York, NY 10017).
NOW, Monthly Newsletter of the National Organization for Women (Joan Nicholson, Editor, 46 East 91st St., New York, NY 10028).
Off Our Backs (1346 Connecticut Ave., N.W., Room 1013, Washington, D.C. 20036).
On Campus With Women (Project on the Status and Education of Women, Association of American Colleges, 1818 R St., N.W., Washington, D.C. 20009).
PEER (1029 Vermont Ave., N.W. Suite 800, Washington, D.C. 20005).
Psychology of Women Quarterly (Dept. of Psychology, California State University, Hayward, CA 94542).

Research Action Notes, published occasionally by Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education (Suite 918, 1156 15th St., N.W., Washington, D.C. 20036).

The Second Wave, a Magazine of the New Feminism (Box 344, Cambridge A, Cambridge, MA 02139).

Sex Roles (Plenum Publishing Corporation, 227 W. 17th St., New York, NY 10011).

Signs (University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637).

The Spokeswoman (5464 South Shore Drive, Chicago, IL 60615).

Sprint (c/o WEAL Fund, Suite 822, 805 15th St., N.W., Washington, D.C. 20005)

Union W.A.G.E., Bimonthly Newsletter (2137 Oregon St., Berkeley, CA 94701).

Up From Under (399 Lafayette St., New York, NY 10012).

WEAL Washington Report (Women's Equity Action League, 538 National Press Bldg., Washington, D.C. 20004).

Women: A Journal of Liberation (3028 Greenmount Ave., Baltimore, MD 21218).

Women Today (Today Publications and News Service, National Press Bldg., Washington, D.C. 20004).

Women's Studies Newsletter (Clearinghouse on Women's Studies, An Education Project of the Feminist Press, Box 334, Old Westbury, NY 11568).

Publications

A publication from the Government Printing Office provides some interesting and useful historical data about women over the first 75 years of this century. Some of this trend information may be of use to you in documenting the need in your proposal ("A Statistical Protrait of Women in the United States," publication No. 58 of Census Series P-25, available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402).

How to Organize a Women's Crisis-Service Center was published in 1974 by the Ann Arbor (MI) Women's Crisis Center. This 100-page book includes chapters on organizing a center, possible center activities, training staff, and a listing of other centers around the country. Single copies cost $2.00 each and 5 copies or more cost $1.50 each from the Women's Crisis Center, 306 N. Division St., Ann Arbor, MI 48108.

Two Studies of Women in Higher Education. I: Impact of Coeducation on Colleges Previously for Women Only. II: Women's Center Survey (May 1974) by Judy Bertelsen of Mills College, summarizes the results of a survey of women's centers on college campuses (and a study of the impact of coeducation on colleges previously for women only). The survey is supplemented in an appendix by impressionistic accounts of site-visits to selected women's centers. For further information about the 77-page report, contact Judy Bertelsen, 857 Neilson St., Berkeley, CA 94707.

Seven Years Later: Women's Studies Programs in 1976. Available from the National Advisory Council on Women's Educational Programs, 1832 M Street, N.W. #821, Washington, D.C. 20036.

How to Organize a Multi-Service Women's Center (Revised 1973) discusses Organizing a Women's Center ("getting started, goals, legalities," etc.), Projects ("information and referral, educational counseling, self help, workshops," etc.), and a Women's Center Listing. Copies of the 60-page book are available for $3.00 from the Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017).

Men's Resource Guide, 1975, an 8-page pamphlet published by the Knoxville Men's Resource Center, lists such resources as Men's Resource Centers, conferences, publications, courses on men and male roles, media resources, and books. The Guide is available for $1.00 from the Knoxville Men's Resource Center, P. O. Box 8060, U.T. Station, Knoxville, TN 37916. This group, part of a "Men's Awareness Network" (MAN), also publishes A Newsletter, which is available for $1.00 a year from the Knoxville Men's Resource Center.

The Men's Resource Center was formed in March 1974 as a "coalition of changing men to work against sexism in their own lives and in society at large." The Center produces a monthly paper, Changing Men, available for $5.00 per year from the Men's Resource Center, 3520 S.E. Yamhill, Portland, OR 97214. Ten or more copies of Men's Pages, a compilation of 15 articles "selected to serve as an introduction to the many issues that concern men wanting to fight sexism," can be purchased at a 40% discount from the regular price of $1.00 plus postage.

A 3-page Resource Guide for the Study of Men suggests reading materials on such topics as Socialization and Development, Relationships and Attitudes toward Women, Work, Dual Career Marriage, Physiology and Physique, Men's Liberation, Organizations and Publications, and Film Resources. For further information, contact Dr. Joseph H. Pleck, Study Director, Survey Research Center, Institute for Social Research, City Center 218, University of Michigan, Ann Arbor, MI 48106.

Continuing Education Programs and Services for Women (1971) published by the Women's Bureau, provides a state-by-state annotated listing of schools with programs and services for adult women. Single copies of this 167-page publication (catalogue number L36.112:10) are available free from the Women's Bureau, Department of Labor, Washington, D.C. 20210. Multiple copies may be ordered for $1.55 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Who's Who and Where in Women's Studies (December 1974) is a comprehensive listing of over 4,000 women's studies courses and instructors and the institutions in which they serve. It is available in hard cover ($12.50) and paperback ($7.50) from the Clearinghouse of Women's Studies, The Feminist Press, Box 334, Old Westbury, Long Island, NY 11568. (A catalogue of other women's studies materials is available from the same address.)

Bibliographies

An Annotated Selected Bibliography of Bibliographies on Women, by Margaret Eichler, describes over 40 bibliographies; it is available for $1.00 from the Publications Office, Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, K1P 5N1.

Women: A Bibliography, 1968, 1969, 1970, by Lucinda Cisler; Box 240, New York, NY 10024.

The Sexus Barrier: Legal and Economic Aspects of Employment, by Marija Matich Hughes, Supplement No. 1 (1971), Supplement No. 2 (1972), 2116 F. Street, N.W., Washington, D.C. 20036.

Women's Educational Equity Communications Network (WEECN) 1855 Folsom Street, San Francisco, CA 94103 publishes several helpful guides and bibliographies, including:

Information Guides: (Individual titles, $2.50 each)

A-1. Apprenticeship and Other Blue Collar Job Opportunities for Women.
A-2. Sex Bias in Achievement, Interest, and Aptitude Testing.

A-3. Sex Equality in Vocational Education.
A-4. Sex Stereotyping in Instructional Materials and Television.
A-5. What Happens After School? A Study of Disabled Women and Education.
A-6. Women in Educational Administration.

Annotated Bibliographies: (Individual titles, $2.00 each)

B-1. Women's Educational Equity.
B-2. Continuing Education: Reentry and the Mature Woman.
B-3. Nonsexist Career Counseling for Women, Part I.
B-4. Nonsexist Career Counseling for Women, Part II.
B-5. Hispanic Women and Education.
B-6. Rural Women and Education.

Guide to Organizations Working for Women's Educational Equity: An Initial Directory is $5.00. It lists national organizations and programs to further women's educational equity; some regional and state directories and organizations; and for each state, the Commission on the Status of Women, Vocational Education Sex Equity and Title IX Coordinators.

Directories

Various professional associations have compiled rosters and directories of women in specific disciplines. In February 1974, a conference on rosters was held in Washington, D.C., under the auspices of the American Association for the Advancement of Science. (For further information, contact Director, Office of Opportunities in Science, Office of the AAAS, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036). In addition, an excellent sourcebook on women's organizations and leaders is available from Myra E. Barrer, editor, Today Publications and News Service, National Press Building, Washington, D.C. 20004.

Directory for Higher Education (published by the Office of Education) lists the names of Deans of Women, Directors of Continuing Education Programs and others who may perform services of special interest to women. The 1974-75 Directory is available for $6.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Services

Women's Action Alliance
370 Lexington Avenue
New York, NY 10017

The Women's Action Alliance, Inc., a national nonprofit organization, was established in 1971 and has since grown to become a major clearinghouse of resources and information to assist individual women and women's organizations to work together across cultural, geographic, and economic barriers. They have a resource center which includes a library, a resource publication entitled Women's Agenda and referrals to women's groups.

Project SHARE offers direct technical assistance by reading and commenting on proposal drafts "through a foundation's eyes."

Women's Educational Equity Communications Network (WEECN)
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

WEECN is an information service that collects, screens, classifies, stores, and provides information on projects, activities, and research related to women's educational equity. It is also a communication system that facilitates contact among persons, groups, and agencies who are working on behalf of women's educational equity. WEECN will do a computer search for information for a nominal fee.

WOMEN'S CENTERS

REVISED: SEPTEMBER 1975

Women's Centers: Where Are They? is prepared by the Project on the Status and Education of Women, Association of American Colleges (1919 R Street, N.W., Washington, D.C. 20009). This 1975 list is the most recent; some addresses will be incorrect.

This listing focuses primarily on campus women's centers. Additionally, it includes some community women's centers and organizations which may have some link with a college community. When we were in doubt concerning whether or not a given organization should be included, it was generally included.

Several major types of programs or organizations which might conceivably be called "women's centers" are underrepresented on this list -- continuing education programs, women's studies programs, and Associations of Women Students (AWS). Information concerning Associations of Women Students can be obtained by writing to the Intercollegiate Association of Women Students, Box 2, 2401 Virginia Avenue, N.W., Washington, D.C. 20037.

The National Women's Studies Association was formed in 1977 and is an additional resource on women's centers and programs. Their address is National Women's Studies Association, University of Maryland, College Park, MD 20742.

ALABAMA

Women's Center
Office of Women's Affairs
Miles College
5500 Avenue G
Birmingham, AL 35208

The Association for New
Women
P.O. Box U-27
307 Gaillard Drive
Mobile, AL 36688

ALASKA

Anchorage Women's Liberation
Center
732 O Street A-3
Anchorage, AK 99501

Fairbanks Women's Coop
University of Alaska
c/o Student Activities
Fairbanks, AK 99701

ARIZONA

Women's Center
Phoenix College
Phoenix, AZ 85013

Associated Women Students
Arizona State University
Memorial Union 252-C
Tempe, AZ 85281
602/965-3438

Tempe Women's Center
1414 S. McAllister
Tempe, AZ 85281
602/968-0743

Tucson's Women's Center
838 North 4th Avenue
Tucson, AZ 85705

Women's Collective
829 N. 5th Avenue
Tucson, AZ 85705
602/792-1890

ARKANSAS

Women's Center of
Fayetteville
University of Arkansas
902 W. Maple Street
Fayetteville, AR 72701

CALIFORNIA

Women's Center
Chaffey College
Alta Loma, CA 91701

Women's Studies Program
Ca. State University-
Humboldt
Arcata, CA 95521
c/o Kathy Marshall

Women's Center
Ca. State College-Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93309

Center for Continuing Educa-
tion for Women and
Women's Center
University of Ca.-Berkeley
Building T-9, Room 100
Berkeley, CA 94720
415/642-4786
c/o Diana Gong

Female Liberation
University of Ca.-Berkeley
516 Eshelman Hall
Berkeley, CA 94720

Men's Center
2700 Bancroft Way
Berkeley, CA 94704
415/845-4823

Women's Center
1126 Addison Street
Berkeley, CA 94702

Office of Women's Affairs of
the Graduate Theological
Union
2465 Le Conte Avenue
Berkeley, CA 94709
415/841-9811

Women's Center
Graduate Theological Union
2378 Virginia Avenue
Berkeley, CA 94709

Women's Coffee House
Unitas House
2700 Bancroft
Berkeley, CA 94704

Women's Center
2134 Allston (downstairs)
Berkeley, CA 94704
415/548-4343

Chico Women's Center
932 Alder Street
Chico, CA 95926
c/o Marilyn Murphy

Women's Studies Center
Ca. State University-Chico
Chico, CA 95926

Women's Center
1476 Eschalon
Clovis, CA 93612

Women's Center
Compton Community College
1111 East Artesia Blvd.
Compton, CA 90220

Women's Center
Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626

Women's Center Office-Costa
Mesa
1926 Placentia #15
Costa Mesa, CA 92627

Women's Re-Entry Program
De Anza College
Foothill Community College
District
21250 Stevens Creek Blvd.
Cupertino, CA 95014
c/o Beatrice Cossey

Davis Women's Center
University of CA.-Davis
TB-124
Davis, CA 95616
c/o Sandi McCubbin

Women's Educational Center
Ca. State College of Domin-
guez Hills
1000 East Victoria
Dominguez Hills, CA 90246
c/o Cindi Conway

Women's Task Force
Ohlone College
P.O. Box 909
Fremont, CA 94537
c/o Hessel Flitter

Women's Center
Fresno City College
1101 University Avenue
Fresno, CA 93741
209/262-4721
c/o Doris N. Deakins, Assoc.
Dean of Students

Women's Center
Ca. State University
Fullerton, CA 92634
c/o Diane Reeves

Women's Education Program-
Women's Center
Gavilan Community College
5055 Santa Teresa
Gilroy, CA 95020
c/o Kathleen M. Zanger

Women's Center
Glendale Community College
1500 N. Verdugo Road
Glendale, CA 91208
c/o Pat Lienhard

Isla Vista Women's Center
6504 Pardall Road, #2
Goleta, CA 93017

Women's Opportunities Center
University of Ca.-Irvine
University Extension
Irvine, CA 92664
c/o Edythe R. Peters

Women's Center
University of Ca.-Irvine
Community Projects Office
Irvine, CA 92664
c/o Lynne Tuscono

Women's Center
Trailer Complex
University of Ca.-Irvine
Irvine, CA 92664
714/833-7128

Isla Vista Women's Center
CUC Santa Barbara
6504 Pardell
Isla Vista, CA 93017

Women's Programs
University of Ca. Ext.
P.O. Box 109
La Jolla, CA 92037
c/o Dr. Mary Lindenstein
Walshok

Women's Center
La Verne College
La Verne, CA 91750
714/593-3511 x 208
c/o Clara Craft

Women's Center
Continuing Education Center
for Women
Long Beach City College
4901 E. Carson Blvd.
Long Beach, CA 90808
c/o Beverly O'Neill

Women's Center
Ca. State University
6407 Bayard Street
Long Beach, CA 90815
c/o Karen Johnson

Chicano Service Center
435 S. Boyle Avenue
Los Angeles, CA 90033

Center for Women's Studies
Pepperdine University
1121 W. 79th Street
Los Angeles, CA 90044
c/o Lucile Todd

Los Angeles Women's Libera-
tion Center
746 S. Crenshaw
Los Angeles, CA 90005
213/936-7219
c/o Margo Miller

Womanspace
11007 Venice Blvd.
Los Angeles, CA 90034

Women's Center
Loyola Marymount University
Loyola Blvd. at West 80th St.
Los Angeles, CA 90045
213/642-3077
c/o Erin Hennessey

Women's Resource Center
University of Ca.-Los Angeles
Powell 90
Los Angeles, CA 90024
213/825-3945
c/o Susan Dunn

Women's Center
P.O. Box 1501
Monterey, CA 93940

Women's Center
4630 Colfax #5
North Hollywood, CA 91602

YWCA of Los Angeles
East Valley Center
5903 Laurel Canyon Blvd.
North Hollywood, CA 91607

Resource Center for Women
499 Hamilton, Suite 204
Palo Alto, CA 94301
415/324-1710

Women's Studies Research Inst.
Stanford University
Graduate School of Business
Palo Alto, CA 94305
c/o Myra Strober, Ass't.
Prof. of Economics

Women's Information and
Counseling Center
Contra Costa College
405 Santa Fe Avenue
Point Richmond, CA 94801
c/o Stephanie Coles

Women's Center
Canada College
4200 Farm Hill Blvd.
Redwood City, CA 94061
c/o Diane LeBow

Riverside Women's Center
3122 Panorama Street
Riverside, CA 92506

Women's Resource Center
University of Ca.-Riverside
Riverside, CA 92502

Women's Survival Center
Ca. State University-Sonoma
1801 E. Cotati Avenue
Rohnert Park, CA 94928
c/o Dr. Janice Wilson

Continuing Education for
Women
Sacramento State University
Sacramento, CA 95819

Sacramento Women's Center
YWCA Building
17th and "L"
Sacramento, CA 95819

Women's Center
1221 20th Street
Sacramento, CA 95814

Women's Studies
Ca. State University-
Sacramento
6000 J St. TJJ-5
Sacramento, CA 95819
c/o Dr. Virginia Kidd

Monterey County Peace Center
(Women's Center)
Box 1364
Salina, CA 93901

Valice
205 Laurel Ave.
San Anselmo, CA 94960

Woman's Way
412 Red Hill Ave., Suite 9
San Anselmo, CA 94960

Center for Women's Studies
and Services
Ca. State University
908 F Street
San Diego, CA 92101

Center for Women's Studies
and Services
4004 39th Street
San Diego, CA 92105

San Diego Women's Center
YWCA
10th and C Streets
San Diego, CA 92101

Women's Liberation
Aztec Center, Organizational
Center
San Diego State College
San Diego, CA 92105

American Indian Women's
Center
227 Valencia
San Francisco, CA 94103

Bay Area Consortium of
Continuing Education of
Women
Lone Mountain College
San Francisco, CA 94118
c/o Dr. Mary Janet

Haight-Ashbury Women's Center
#10 Ryan Street
San Francisco, CA 94117

Intersection Women's Night
756 Union Street
San Francisco, CA 94133

San Francisco Women's Switchboard
c/o YWCA
620 Sutter Street
San Francisco, CA 94102

Women's Center for Creative
Counseling
San Francisco: 415/648-1509
San Mateo: 415/342-0278
Daly City: 415/756-4736

Women's Legal Center
558 Capp Street
San Francisco, CA 94110

Women's Need Center
558 Clayton Street
San Francisco, CA 94117

San Jose Women's Center
9th & San Carlos Bldg.
San Jose, CA 95114

Women's Center
San Jose State University
San Jose, CA 95114

"Women's Office"
College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
c/o Ms. Elizabeth Burdash

Women's Center & Emergency
Housing, YWCA
1618 Mission Street
San Raphael, CA 94901
415/456-0782

Feminist Women's Health Center of Orange County
429 S. Sycamore Street
Santa Ana, CA 92701

Continuing Education for
Women
University of Ca.
Santa Barbara, CA 93107
c/o Myrtle Blum

Women's Center-Santa Cruz
314 Laurel Street
Santa Cruz, CA 95060

Stanford Women's Center
Box 2633
Stanford, CA 94305
415/321-2300 x 314

West Side Women's Center
218 W. Venice Blvd.
Venice, CA 90291
213/823-4774

Women's Center
2914 Grand Canal
Venice, CA 90291

Women's Center
El Camino College
16007 Crenshaw Blvd.
Via Torrence, CA 90506
c/o Angela Lask

COLORADO

Virginia Neal Blue Women's
Resource Center
San Luis Valley Branch
Adams State College
Room 225-Student Center
Alamosa, CO 81101
303/589-7681
c/o Gloria Anthony

Boulder County-Women's Resource Center
2750 Spruce Street
Boulder, CO 80302
303/447-9670

University of Co.-Women's
Center
UMC 334
Boulder, CO 80302
303/443-2211 x 7523
c/o Darcy Sease

Women's Liberation Coalition
University of Co.
UMC 181
Boulder, CO 80302

Women's Center
1520 Euclid
Boulder, CO 80302

Virginia Neal Blue Women's
Resource Center
Colorado Springs Branch
519 No. Tejon
Colorado Springs, CO 80904
303/471-3170
c/o Carol Vobejda

Virginia Neal Blue Women's
Resource Center
Denver Branch
YWCA
1545 Tremont Place
Denver, CO 80202
303/222-0879
c/o Linda Laskey or Ruthann
Roundtree

Gay Women's Center
2460 S. Ogden
Denver, CO 80210
c/o Debby Squires

Research Center on women
Loretto Heights College
3001 S. Federal Blvd.
Denver, CO 80236

Women's Center
1452 Pennsylvania #17
Denver, CO 80203

Women's Resource Center
University of Denver
University Park
Denver, CO 80210
c/o Joann Albright

Women's Studies Program
Metropolitan State College
Denver, CO 80210

Virginia Neal Blue Women's
Resource Center
Ft. Collins Branch
United Campus Ministry
629 So. Howes
Ft. Collins, CO 80521
303/482-8487
c/o Marcile Wood

Women's Crisis & Information
Center
Colorado State University
629 South Howes St.
Ft. Collins, CO 80521
303/493-3888

Women's Programs
Colorado State University
112 Student Services
Ft. Collins, CO 80523
303/491-6383
c/o Karen J. Wedge

Center for Women
Mesa College
Mesa Junior College District
Grand Junction, CO 81501

BEST COPY AVAILABLE

Women's Center
Otero Junior College
La Junta, CO 81050

Virginia Neal Blue Women's Resource Center
Arapahoe Community College
Room 143, Main Building
Littleton, CO 80120
303/794-1550 x 255
c/o Merna Saliman

Virginia Neal Blue Women's Resource Center
San Luis Valley Area Vocational Center
Sherman Avenue
Monte Vista, CO 81144
303/852-5977
c/o Charlotte Burke

Virginia Neal Blue Women's Resource Center
Southern Co. State College
Pueblo, CO 81001
303/549-2461
c/o Nancy Frank

CONNECTICUT

Women's Action Group
University of Bridgeport
Bridgeport, CT 06602
c/o Student Center

Every Woman's Center
YWCA of Greater Bridgeport
968 Fairfield
Bridgeport, CT 06606
203/334-6154
c/o Lillie Margaret Lazaruk

Women's Center
Asnuntuck Community College
111 Phoenix Avenue
Enfield, CT 06082
c/o Joan Reuter

Feminist Center
295 Farmington Avenue
Hartford, CT 06105

Women's Center
87 Ridgefield Street
Hartford, CT 06112
c/o Barbara Crossea

Women's Liberation Center of Greater Hartford, Inc.
11 Amity Street
Hartford, CT 06106
203/525-8949

Women's Center
Manchester Community College
P.O. Box 1046
Manchester, CT 06040

Women's Center
Wesleyan University
215 College Street
Middletown, CT 06457
203/346-4042

Prudence Crandall Women's Center
P.O. Box 895
New Britain, CT 06050
203/229-6939

New Haven Women's Liberation Center
Yale University
215 Park Street
New Haven, CT 06520
203/436-0272

Counseling Center for Women
Norwalk Community College
33 Wilson Avenue
Norwalk, CT 06854
c/o Ms. Marlene Adelman

Women's Center
University of Connecticut
12 Gilbert Road, U-118
Storrs, CT 06268
c/o Catherine Brown

Continuing Education for Women
University of Connecticut
10 Gilbert Rd., U-124
Storrs, CT 06268
c/o Elizabeth Kellock Roper

DELAWARE

Educational Services for Women
University of Delaware
John M. Clayton Hall
Newark, DE 19711
302/738-2211
c/o Mae R. Carter

Women's Center
c/o Episcopal Student Ctr.
University of Delaware
57 E. Park Place
Newark, DE 19711

DISTRICT OF COLUMBIA

Black Women's Community Development Foundation
1028 Connecticut Ave. N.W.
Washington, DC 20036
c/o Inez Reid

Black Women's Institute
National Council of Negro Women
1346 Connecticut Ave. N.W.
Washington, DC 20036

Institute for Continuing Education for Women
Federal City College
1424 K Street N.W.
Washington, DC 20001
202/727-2753
c/o Dr. Beverly B. Cassara

Continuing Education for Women
George Washington University
College of General Studies
2130 H St. N.W., Suite 621
Washington, DC 20006

Trinity College Women's Center
Trinity College
Michigan Avenue N.E.
Washington, DC 20002

Washington Area Women's Center, Inc.
2452 18th St. N.W.
Washington, DC 20009
202/232-5145

Women's Center
Catholic University
Michigan Avenue, N.E.
Washington, DC 20017

Community Bookshop
2028 P Street N.W.
Washington, D.C. 20036
202/833-8228

FLORIDA

Office of Continuing Education for Women
Brevard Community College
Cocoa, FL 32922
c/o Muriel Kay Elledge

Women's Commission
University of Miami
Coral Gables, FL 33124
c/o Dr. Evelyn Helmich Hireley

Career Planning for Disadvantaged Women
Santa Fe Community College
P.O. Box 1530
3000 N.W. 83rd Street
Gainesville, FL 32601
c/o Ms. Chloe Atkins

Options (Women's Center)
1825 Hendricks Avenue
Jacksonville, FL 32207
904/398-7728

Woman's Place
S. Brevard Women's Center
808-A Carolin Street
Melbourne, FL 32901

Council for Continuing Education for Women
Miami-Dade Junior College
141 N.E. 3rd Avenue
Miami, FL 33132
c/o Betty Kaynor

Institute for Women
Florida International University
Tamiami Trail
Miami, FL 33144
c/o Charlotte R. Tatro

Women's Information Center
6255 S.W. 69th Street
S. Miami, FL 33143

Women's Center
2554 - 1st Avenue N.
St. Petersburg, FL 33713
813/822-8156

Tallahassee Women's Educational & Cultural Center
Florida State University
212 Mabry Heights, FSU Box 6826
Tallahassee, FL 32306
904/599-4049 or 559-3281
c/o Debora K. Patterson

Tampa Women's Center
Box 1350
Tampa, FL 33601

Tampa Women's Center
214 Columbia Drive #3
Tampa, FL 33606

Women's Center
3215 Walcraft Road
Tampa, FL 33611
c/o Joyce Davis

The Women's Center
405 Grand Central Ave.
Tampa, FL 33604

Women's Center
University of S. Florida
Student Organizations Office
Box 438 University Center
Tampa, FL 33620

GEORGIA

A Woman's Place
140 Marion Drive
Athens, GA 30601

Atlanta Woman's Center
1315 Stillwood Dr. N.E.
Atlanta, GA 30306
c/o Jane Kelley

Women's Center
Midtown YWCA
45-11th Street N.E.
Atlanta, GA 30309
404/892-3476
c/o C. Maxine Robinson

Women's Center
72 Edgewood Avenue
Atlanta, GA 30303

HAWAII

Women's Center
University YWCA
1820 University Avenue
Honolulu, HI 96822

Women's Studies
University of Hawaii, Manoa
Spalding 252
Honolulu, HI 96822
c/o Doris Ladd

Continuing Education for
Women
University of Hawaii
931 University Ave. #205
Honolulu, HI 96914

IDAHO

Women's Center
3309 Crescent Rion Dr.
Boise, ID 83704
c/o Joyce Heen

Women's Center
720 W. Washington
Boise, ID 83706

University of Idaho Women's
Center
Student Advisory Services
347 Administration Bldg.
Moscow, ID 83843
208/885-6616
c/o Jane E. Langenes

Women's Center
Idaho State University
Pocatello, ID 83201

ILLINOIS

Women's Center
Aurora College
Aurora, IL 60507

Carbondale Women's Center
1202 W. Schwartz
Carbondale, IL 62901
c/o Rita Moss

Department of Child and
Family
Southern Illinois University
Carbondale, IL 62901
c/o Edith C. Spees

Women's Center
414 W. Freeman St.
Carbondale, IL 62901

Student Personnel Office
for Continuing Education
for Women
University of Illinois
130 Student Services
610 East John St.
Champaign, IL 61820
217/333-3137
c/o Betty L. Hembrough

A Woman's Place
405 N. Lynn Street
Champaign, IL 61820
217/356-0318

Chicago Women's Liberation
Union
2748 North Lincoln Ave.
Chicago, IL 60614

Ecumenical Women's Center
Northside Center
1653 W. School
Chicago, IL 60657

Loop Center - YWCA
37 S. Wabash Street
Chicago, IL 60603
312/372-6600

M.O.R.E. for Women
5465 South Shore Drive
Chicago, IL 60615

The Sisters Center
Northside Women's Liberation
7071 Glenwood
Chicago, IL 60626

Sister Center
United Church of Rogers Pk.
Morris at Ashland
Chicago, IL 60626

Women's Center
North Area
1016 N. Dearborn St.
Chicago, IL 60610
312/337-4385

Women's Center
1231 N. Greenview
Chicago, IL 60622
c/o Jackie Fahy Condic

Women's Center
Southwest Area
3134 W. Marquette Rd.
Chicago, IL 60629
312/436-3500

Women's Center
Uptown
4409 N. Sheridan Rd.
Chicago, IL 60640
312/561-6737

Women's Center
West Side
5082 W. Jackson Blvd.
2nd Floor
Chicago, IL 60644
312/379-8332

Women's Center
6200 S. Drexel Street
Chicago, IL 60637
312/955-3100

Women's Center
3322 N. Halsted Street
Chicago, IL 60657
312/935-4270

Women's Center
436 E. 39th Street
Chicago, IL 60653
312/285-1434

Women's Institute
4180 N. Marine Drive
Chicago, IL 60613

Women's Studies Program
Northeastern Illinois University
5500 N. St. Louis
Chicago, IL 60625

Women's Studies Committee
Mundelein College
6363 N. Sheridan Road
Chicago, IL 60660

Women of Northwestern
Northwestern University
Evanston, IL 60201
c/o Ms. Carol Slatkin,
Ms. Carol Owen

Prelude
Knox College
Galesburg, IL 61401
c/o Ms. Vicki Kessler

Student Services
College of Lake County
19351 W. Washington Street
Grayslake, IL 60030

Women's Center
West Suburban
1 S. Park Street
Lombard, IL 60148
312/629-0170

Association of Women Students
Monmouth College
Monmouth, IL 61462
c/o Ms. Ayn Crowley

The Women's Center
William Rainey Harper College
Algonquin & Roselle Roads
Palatine, IL 60067

Greenerfields, Unlimited
318 Happ Road
Northfield, IL 60093
312/446-0525
c/o Sonja T. Mast, Carol R.
Godwin, Nancy C. Robinson,
Katrina Johnson

Women's Studies Center
Northern Illinois University
540 College View Court
Dekalb, IL 60115
815/752-0110
c/o Nancy Peer

Kendall College Women's Center
2408 Orrington
Evanston, IL 60201

Women's Liberation Center
of Evanston
2214 Ridge Street
Evanston, IL 60201
312/471-4480 (a.m.)

Women's Center
South Suburban
45 Plaza
Park Forest, IL 60466
312/748-5660

"A Woman's Place"
401 West California
Urbana, IL 61801

INDIANA

Office for Women's Affairs
Indiana University
Memorial Hall - East
Bloomington, IN 47401
812/337-3849

Women's Center
414 N. Park
Bloomington, IN 47401
812/366-8691

Continuing Education for
Women
University of Evansville
Box 329
Evansville, IN 47701

Feminists
3807 Nottingham Drive
Fort Wayne, IN 46805

University Center for Women
Purdue University
2101 Coliseum Blvd. East
Fort Wayne, IN 46805

Span Plan
Purdue University
Office of Dean of Women
Lafayette, IN 47907
c/o Cecilia Zissis

South Bend Women's Center
1125 Thomas Street
South Bend, IN 46625

Purdue Women's Caucus
Purdue University
Krannert Graduate School of
Industrial Administration
West Lafayette, IN 47906
317/463-1736
c/o Joyce Field

IOWA

Dean of Women's Office
Mt. Mercy College
1330 Elmhurst Drive N.E.
Cedar Rapids, IA 52402
c/o Andrea Boyea

Continuing Education for
Women
Drake University
Des Moines, IA 50311
c/o Betty Durden

Drake Community Women's
Center
2537 Forest
Des Moines, IA 50311

Women's Information Center
YWCA
8th and Grand
Des Moines, IA 50309
515/244-8961

Women's Center
341 S. Pennsylvania
Mason City, IA 50401
c/o Mary Drennan

Emma Goldman Clinic for Women
715 N. Dodge Street
Iowa City, IA 52240

University of Iowa Women's Center
3 E. Market Street
Iowa City, IA 52240
515/353-6265

Women's Committee
Central College
Pella, IA 50219
c/o Barbara Fassler

KANSAS

Lawrence Women's Center
University of Kansas
1314 Oread
Lawrence, KS 66044

Women's Resource Center
University of Kansas
Dean of Women's Office
222 Strong Hall
Lawrence, KS 66045

Women's Resource Center
Kansas State University
Center for Student Development, Fairchild 212
Manhattan, KS 66506

Women Aware
827 Tyler #1
Topeka, KS 66612

Women's Center of Topeka
1268 Western
Topeka, KS 66604
913/357-7650

A.W.A.R.E.
Whichita State University
Wichita, KS 67208

Women's Center
2057 S. Walter Apt. 2
Wichita, KS 67208
c/o Janet Thompson

KENTUCKY

Women's Center
Brescia College
Lafiat Hall
120 W. 7th Street
Owensboro, KY 42301

Lexington Women's Center
120 Kentucky Avenue
Lexington, KY 40502

Women's Center for Mature Returning Students
University of Louisville
Office, Dean of Students
Louisville, KY 40208

LOUISIANA

New Orleans Women's Center
1422 Felicity Street
New Orleans, LA 70130

Women's Liberation Center
P.O. Box 19001
New Orleans, LA 70119

MAINE

United Women's Center
183-½ Water Street
Augusta, ME 04330

Women's Center
University of Maine-Augusta
University Heights
Augusta, ME 04330

Women's Center
Bangor Community College
Bangor, ME 04401

Women's Center
Box 914
Bangor, ME 04401

Brunswick/Bath Women's Center
136 Main Street
Brunswick, ME 04011
207/725-2512

Lewiston Area Women's Group
179 Lisbon Street
Lewiston, ME 04240

Portland Women's Group
374 Fore Street
Portland, ME 04111
207/772-2302

Women's Center
University of Maine at Orono
Orono, ME 04472

Women's Crisis Center Project
University of Maine
Wayne, ME 04284
c/o Kathryn Meyer-Jennings

MARYLAND

Woman Center
University of Maryland
9010 Riggs Rd., Apt. 205
Adelphi, MD 20783
c/o Susan Dubrow

Baltimore Women's Liberation
101 E. 25th St., Suite 2
Baltimore, MD 21218
301/366-6475

Continuing Education for Women
Morgan State College
Baltimore, MD 21239

Women's Center
Towson State College
Box 2013
Baltimore, MD 21204
301/823-7500 x 826

Women's Center
Essex Community College
P.O. Box 9596
Baltimore, MD 21237

Women's Center
Goucher College
Baltimore, MD 21204

Women's Center
Johns Hopkins University
Box 1134, Levering Hall
Baltimore, MD 21218
301/235-3637 or
301/336-3300 x 529

Women's Center
St. Mary's College
Baltimore, MD 21210

Women's Law Center
P.O. Box 1934
Baltimore, MD 21203
301/547-1653

Women's Union
University of Maryland, Baltimore County
5401 Wilkens Avenue
Baltimore, MD 21203
301/455-2446

Women's Center
Catonsville Community College
800 S. Rolling Road
Catonsville, MD 21228
301/747-3220 x 355

Women's Center
University of Maryland
1127 Student Union
College Park, MD 20742
301/454-5411

Women's Information Center
University of Maryland
4110 School of Library & Information Services
College Park, MD 20742
301/454-5441

Women's Resource Center
8905 Footed Ridge
Columbia, MD 21045
c/o Valerie Kitch

Women's Center
Essex Community College
Room 17, Red Temporaries
Essex, MD 21221
301/682-6000
c/o Judy Gray & Nancy Hume

Women's Resource Center
Frostburg State College
Frostburg, MD 21532

Women's Center
Montgomery College
Rockville, MD 20830
c/o Carol Blimline

St. Mary's Women's Center
St. Mary's College
St. Mary's City, MD 20686
c/o Nancy Schniedewind

Women's Center
Goucher College
Box 1434
Towson, MD 21204

GYN Clinic
Western Maryland College
Westminster, MD 21157

MASSACHUSETTS

Men's Center
Jones Library
Amherst, MA 01002

Southwest Women's Centers
University of Massachusetts
c/o MacKinnie and Crampton Apartments
Southwest Residential College
Amherst, MA 01002

Third World Women's Center
University of Massachusetts
Amherst, MA 01002

The Women's Caucus
University of Massachusetts
School of Education
Amherst, MA 01002

Everywoman's Center
University of Massachusetts
Goodell Hall
Amherst, MA 01002
413/545-0883

Southwest Women's Center
Southwest, University of Massachusetts
c/o Washington Lobby
Amherst, MA 01002
413/545-0626
c/o Judith Katz

Andover Women's Center
224 Lowell Street
Andover, MA 01810

Women's Opportunity Research Center
Middlesex Community College
Division of Continuing Education
Springs Road
Bedford, MA 01730

Women's Center
Boston University
211 Bay State Road
Boston, MA 02215
617/353-4240
c/o Sue McKeon

Pregnancy Counseling Service of Boston
3 Joy Street
Boston, MA 02108

Women's Center
Boston State College
174 Ipswich Street
Boston, MA 02115

Women's Center
P.O. Box 286
Prudential Center
Boston, MA 02199

Women's Center
Simmons College
300 The Fenway
Boston, MA 02215

Crittenston Hastings House
10 Perthshire Road
Brishton, MA 02135

Boston Women's Collective, Inc.
651 Concord Ave.
Cambridge, MA 02138

Female Liberation
639 Massachusetts Ave.
Cambridge, MA 02139

Library Collective
492 Putnam Avenue
Cambridge, MA 02139

Radcliffe Institute
Radcliffe College
3 James Street
Cambridge, MA 02138
617/495-8211
c/o Alice K. Smith

Women and Work
Massachusetts Institute of Technology
Cambridge, MA 02139
c/o Dr. Mary Potter Rowe

Women's Center
46 Pleasant Street
Cambridge, MA 02139
617/354-8807

Women's Research Center
123 Mt. Auburn
Cambridge, MA 02139

Boston College Women's Resource Center
McElroy Commons
Chestnut Hill, MA 02167
617/969-0100 x 2285

Women's Center
Bristol Community College
64 Durfee Street
Fall River, MA 02720
617/674-4483
c/o Margaret Fletcher

Women's Center
Simon's Rock College
Great Barrington, MA 01230

Community Women's Center
208-310 Main Street
Greenfield, MA 01301
413/773-7519
c/o Rebecca Winburn

Franklin County Women's Coalition
P.O. Box 24
Greenfield, MA 01301

Greenfield Women's Center
Federal Street
Greenfield, MA 01301

Women's Caucus
1 Kennedy Drive
Hadley, MA 01035
c/o Janet Levine

Lowell Women's Center
Lowell YWCA
50 Elm Street
Lowell, MA 01852
617/445-5405

Women's Center
371 Bridge Street, Apt. 11
Lowell, MA 01850
c/o Debbie Elkin

Continuing Education for Women
Jackson College
Tufts University
Medford, MA 02155
c/o Suzanne Lipsky

YWCA Women's Resource Center
Sears Roebuck & Co.
2nd Floor Recreation Room
Natick Mall
Natick, MA 01760

New Bedford Women's Center and Clinic
347 County Street
New Bedford, MA 02740

Women's Resource Center
Andover-Newton Theological School
215 Herrick Road, Box 115
Newton Centre, MA 02159

Women's Center
Southeastern Massachusetts University
North Dartmouth, MA 02747
617/997-9321 x 698

Sophia Sisters: Smith College Lesbian Liberation
Smith College
Clark House
Northampton, MA 01060
c/o Annie Korn

Valley Women's Center
200 Main Street
Northampton, MA 01060
413/586-2011
c/o Cheryl Schaffer

Women's Law Center
25 Main Street
Northampton, MA 01060
413/586-4327

Berkshire Women's Coalition
Box 1654
Pittsfield, MA 01201
413/442-0480

Lower Cape Women's Center
P.O. Box 675
Provincetown, MA 02657
617/487-0938

Women's Center
Eastern Nazarene College
23 E. Elm
Quincy, MA 02170
c/o Ann Kiemel

North Shore Women Center
58 High Street
Rockport, MA 01966
c/o Pat Watson

Florence Luscomb Women's Center
Salem State College
Salem, MA 01970

Somerville Women's Health Project
326 Somerville Avenue
Somerville, MA 02143

Women's Center
Mt. Holyoke College
3 Brigham
South Hadley, MA 01075

Women's Health Counseling Service
115 State Street
Springfield, MA 01103

Springfield Women's Center
451 State Street
Springfield, MA 01101
413/732-7113

Brandeis University Women's Center
20 Stanley Road
Swampscott, MA 01907
617/598-2188
c/o Rona Shribman

Lowell Women's Center
90 10th Street
Tewsbury, MA 01876
c/o Ruth Yaw

Women's Place
Watertown, MA 02172

Women's Organization for Awareness
Westfield State College
Box 97, New Dorm
Westfield, MA 01085

Women's Center
Clark University
Box A-87
Worcester, MA 01610

Worcester Pregnancy Counseling
52 Burncoat Street
Worcester, MA 01603

Worcester Women's Center
905 Main Street
Worcester, MA 01610
617/753-9622

Worcester Women's Resource Center
Worcester YWCA
2 Washington Street
Worcester, MA 01608
617/791-3181

MICHIGAN

Office of Women's Programs
Albion College
Albion, MI 49224
c/o Barbara Zikmund

Center for Continuing Education
University of Michigan
330 Thompson Street
Ann Arbor, MI 48108
c/o Jean Campbell

Feminist House
225 E. Liberty, Room 203
Ann Arbor, MI 48104

Gay Advocate Office
Michigan Union
530 S. State
Ann Arbor, MI 48104
313/763-4186

Women's Crisis Center
306 N. Division
Ann Arbor, MI 48108
313/761-WISE (crisis line)
313/761-9475 (business)

Women's Resource Center
Kellogg Community College Library
Battle Creek, MI 49016

The Women's Center
Lake Michigan College
Benton Harbor, MI 49022

Alternative Resource Center
16261 Petoskey
Detroit, MI 48221
c/o Mandella

Detroit Women's Liberation
415 Brainard
Detroit, MI 48201

Women's Action and Aid Center
103 W. Alexandrine
Detroit, MI 48201

Women's Resource Center
8700 Woodward
Detroit, MI 48202

E. Lansing Women's Center
223¼ E. Grand River
E. Lansing, MI 48823

Everywoman's Center
Harrison Street
East Lansing, MI 48823

Women's Resource Center
Michigan State University
Student Services Building, Room 157
East Lansing, MI 48824

Women's Center
314 Stockdale
Flint, MI 48503
c/o Kathy Johnson

BEST COPY AVAILABLE

Women's Center
229 Union, S.E.
Grand Rapids, MI 49503
c/o Linda Blood

ENCORE Program
Aquinas College
Grand Rapids, MI 49506

Women's Resource Center
226 Bostwick, N.E.
Grand Rapids, MI 49503

Susan B. Anthony Women's Center
Western Michigan University
Canterbury Center
2210 Wilbur
Kalamazoo, MI 49001

Kalamazoo Women's Center
211 South Rose Street
Kalamazoo, MI 49001
616/345-3036

Women's Resource Center
Western Michigan University
Kalamazoo, MI 49001
c/o June Mochizuki, Director CEW

Women's Center for Continuing Education
Northern Michigan Univ.
Marquette, MI 49855

Women's Center
3860 Molly Boulevard
Muskegon, MI 49444
c/o Beverly Ertenbeck

Women's Center and Counseling Project
118 Clinton
Petoskey, MI 49770
c/o Laurie Brown

Continuum Center for Women
Oakland University
Continuing Education Div.
Rochester, MI 48063
c/o Eleanor Driver

Women's Center
YMCA of Saginaw
615 S. Jefferson Avenue
Saginaw, MI 48607
c/o Kathy Nemath

Chrysallis Center
Saginaw Valley College
University Center, MI 48710
c/o Dr. Margaret Cappone

Women's Center
Delta College
University Center, MI 48710

Women's Resource Center
Macomb County Community College
South Campus
14500 Twelve Mile Road
Warren, MI 48093

Women's Center
East Michigan University
Ypsilanti, MI 48197
c/o Bette C. White

MINNESOTA

Duluth Women's Center
University of Duluth Medical School
EPIC - Room 5
Duluth, MN 55812

Woman to Woman Center
University of Minnesota
101 Kirby Student Center
Duluth, MN 55812

Grace High School Women's Center
1350 Gardena Avenue N.E.
Fridley, MN 55432

Mankato Women's Center
Mankato State College
426½ North 4th Street
Mankato, MN 56001

Chrysalis (Women's Center)
2104 Stevens Avenue
Minneapolis, MN 54404

Elizabeth Blackwell Women's Health Center
2000 South 5th Street
Minneapolis, MN 55404

Lesbian Resource Center
710 West 22nd Street
Minneapolis, MN 55405
612/374-2345

Minnesota Women's Center
University of Minnesota
306 Walter Library
Minneapolis, MN 55455
c/o Anne Truax

Women's Clearinghouse
c/o Experimental College
1507 University Avenue S.E.
Minneapolis, MN 55414
612/376-7449

Women's Counseling Service
621 West Lake Street
Minneapolis, MN 55408

Women's Center
Concordia College
Moorhead, MN 56560
c/o Joletta Crooks

St. Olaf Women's Resource Lounge
St. Olaf College
Northfield, MN 55057

Women's Caucus
St. Olaf College
Northfield, MN 55057
c/o Noly Williams

MISSISSIPPI

Gay Counseling and Education Projects
Mississippi Gay Alliance
Box 4470 Mississippi State Union
State College, MS 39762

Women's Action Movement
Mississippi State University
Box 1328
State College, MS 39762

MISSOURI

Continuing Education for Women
University of Missouri
Cooperative Extension Serv.
Carthage, MO 64836

Women's Center
501 East Rollins
Columbia, MO 65201

Women's Liberation Union
2631 Charlotte
Kansas, MO 64110

Women's Resource Service
University of Missouri
Division for Continuing Education
1020 East 63rd Street
Kansas City, MO 64110

Women's Resource Center
William Jewel College
Liberty, MO 64068
c/o Esther M. Edwards

Continuing Education for Women
Washington University
Box 1095
St. Louis, MO 63130
c/o Mrs. Jean Pennington

Women's Center
University of Missouri
8001 Natural Bridge Road
St. Louis, MO 63121
c/o Margaret C. Fagin

St. Louis Women's Center
1411 Locust Street
St. Louis, MO 63103

Women's Center
Florissant Valley Community College
3400 Pershall Road
St. Louis, MO 63135
c/o Ms. Helen Dietrich

MONTANA

Women's Place
A Woman's Health Education and Counseling Service
YWCA
600 Orange Street
Missoula, MT 59801

Women's Resource Center
University of Montana
University Center
Missoula, MT 59801

NEBRASKA

Women's Study Group
Doane College
New Dorm 108
Crete, NE 68333
402/826-2161
c/o Dr. Evelyn Haller

Women's Resource Center
University of Nebraska
Room 116, Nebraska Union
14 and R Streets
Lincoln, NE 68506

NEVADA

Women's Resource Center
University of Nevada
Reno, NV 89507

NEW HAMPSHIRE

Concord Women's Center
130 North Main Street
Concord, NH 03103

Women's Center
University of New Hampshire
1 Incinerator Road
Durham, NH 03824

Franconia Women's Center
Franconia College
Franconia, NH 03580
603/823-8460

Women's Library
1 East South Street
Hanover, NH 03755
c/o Dr. Norma Jane Wittner

Women's Center
New England College
Henniker, NH 03242
c/o Dean of Students

Laconia Women's Center
21 Shore Drive
Laconia, NH 03246
c/o Carol Pierce

Manchester Women's Center
Unitarian Church
Myrtle and Union Streets
Manchester, NH 03106

The Women's Center
104 Middle Street
Manchester, NH 03102

Women's Center
Portsmouth YWCA
40 Merrimac
Portsmouth, NH 03801

Women's Center
Box 172
Warner, NH 03278
c/o Lissi Savin

NEW JERSEY

YWCA Women's Center
Upsala College
Administration Annex 11
East Orange, NJ 07019
201/266-7213

Middlesex County NOW
P.O. Box 2141
Edison, NJ 08817
c/o Ms. Dee Kenna

Together
7 State Street
Glassboro, NJ 08028
c/o Christine Moore

Women's Center of Bergen County
166 Main Street
Hackensack, NJ 07601
201/342-8958

Women's Center
Brookdale Community College
Newman Springs Road
Lincroft, NJ 07738
c/o Elsalyn P. Drucker

Camden County Crisis Center
4017 Coachmen East
Lindenwold, NJ 08021
c/o Abby Dressel

Center for Women's Studies
Fairleigh Dickinson Univ.
285 Madison Avenue
Madison, NJ. 07940
201/377-4700 x 369
c/o Dr. Mara M. Vamos

Drew Women's Collective
Drew University
Madison, NJ 07940
c/o Diana Stewart

AWE Women's Center
P.O.Box 583
Maple Wood, NJ 07040
201/467-1422
c/o Ethel Smyth

Women's Center
15 West Main Street
Moorestown, NJ 08057
609/235-9297

Women's Center
Montclair-N. Essex YWCA
159 Glenridge Avenue
Montclair, NJ 07042

Center for the American Woman and Politics
Rutgers State University
Eagleton Institute of Politics
New Brunswick, NJ 08901
201/247-1766 x 1384

Women's Center
Douglass College
Gate House, Clifton Avenue
New Brunswick, NJ 08903

Women's Center of New Brunswick
2 Easton Avenue
New Brunswick, NJ 08901
201/246-9637

Monmouth County NOW
11 Aberdeen Terrace
New Monmouth, NJ 07748
201/671-3123

YWCA Women's Center of the Oranges
395 Main Street
Orange, NJ 07052
201/674-1111
c/o Ruth Lee

Morristown Area NOW
3379 Route 46, Apt. 16-E
Parsippany, NJ 07054
201/334-6135
c/o Elizabeth C. Cieri

Princeton Seminary Women's Center
Princeton Theological Seminary
Princeton, NJ 08540
c/o Ms. Martha Bellinger

Woman's Place
14½ Witherspoon Street
Princeton, NJ 08540
609/924-8989

Women's Place
Box 474
Red Bank, NJ 07701

Somerset County NOW
147 Stony Brook Road
Somerville, NJ 08876
201/722-3806

Summit NOW
34 Canoe Brook Parkway
Summit, NJ 07901
201/277-0135

EVE
Kean College
Kean Building, Morris Avenue
Union, NJ 07083
c/o Betsy Brown

Women's Center
Montclair State College
Upper Montclair, NJ 07405
201/893-5106
c/o Dr. Constance Waller

Passaic County NOW
P.O.Box 1051 Valley Station
Wayne, NJ 07470
201/274-5042

Women's Center
Tombrock College
West Patterson, NJ 07424
c/o Viola Wilbanks

NEW MEXICO

Albuquerque Women's Center
University of New Mexico
1824 Las Lomas
Albuquerque, NM 87106
505/277-3716

Santa Fe Women's Liberation
Santa Fe, NM 87501
505/982-1225
c/o Guin Reyes

NEW YORK

SUNY Women's Center
SUNY-Albany
Office at State Quad
Albany, NY 12222

Women's Center
128 Lancaster Street
Albany, NY 12222

Astoria Women's Center
44-03 28th Avenue
Astoria, NY 11102
212/932-5130

The Women's Research and Resource Center
Queensborough Community College
222-03 Garland Drive
Bayside, NY 11364
212/423-0666
c/o Dr. Elinor Pam

Women's Center
State University of New York at Binghamton
Box 1867
Binghamton, NY 13901
c/o Cheryl Martin

Bronx Women's Center
1945 Loring Place
Bronx, NY 10453
c/o Renee Goldman

The Women's Center
Lehman College, CUNY
Bedford Park
Boulevard West
Bronx, NY 10468

Women's Center
Sarah Lawrence College
Bronxville, NY 10708

Union Center for Women
8101 Ridge Blvd.
Brooklyn, NY 11220

Women's Center
915 Washington Avenue
Brooklyn, NY 11225
c/o Lois Chafee

Buffalo Women's Center
Station H, P.O. Box 1411
Buffalo, NY 14214

Women's Studies College
SUNY, Buffalo
108 Winspear Road
Buffalo, NY 14214
716/831-3405

Women's Center
Kirkland College
Clinton, NY 13323

Women's Information Center
P.O. Box 268
Dewitt, NY 13224

Queens Women's Center
153-11 61 Road
Flushing, NY 11367

Hofstra Women's Center
Hofstra University
Room 107, Phillips Hall
Hempstead, NY 11550

Women's Center-Nassau County
14 W. Columbia Street
Hempstead, NY 11550

Hewlett Women's Center
1007 Broadway
Hewlett, NY 11557

Ithaca Women's Center
140 W. State Street
2nd Floor
Ithaca, NY 14850

Women's Center
Cornell University
Willard Straight Hall
Ithaca, NY 14850

Women's Studies Program
Cornell University
431 White Hall
Ithaca, NY 14850
c/o Jennie Farley

Women's Center-Islip
1 Grant Avenue
Islip, NY 11751
516/581-2680

Women's Center
LaGuardia Community College-CUNY
31-10 Thomson Avenue
Long Island City, NY 11101
212/937-9200

AIR Gallery
97 Wooster Street
New York, NY 10012

Barnard Women's Center
Barnard College
606 W. 120th Street
New York, NY 10027
c/o Jane S. Gould

BEST COPY AVAILABLE

Career Information Center
Baruch College, CUNY
17 Lexington Avenue
New York, NY 10010
c/o Dolores Kaminski

New York Theological Seminary Women's Center
235 E. 49th Street
New York, NY 10017
c/o Ms. Dorothy Payne

New York Women's Center
36 West 22nd Street
New York, NY 10010

New York Women's Law Center
351 Broadway
New York, NY 10013
212/431-4074

NOW Center
47 E. 19th Street
New York, NY 10003

Resource Center on Women
YWCA
600 Lexington Avenue
New York, NY 10022
212/753-4700
c/o Dr. Claire Fulcher

Upper East Side Women's Center
359 E. 68th Street
New York, NY 10021
c/o Carol Hardin

Women's Program
Vanderbilt YMCA
224 East 47th Street
New York, NY 10017
c/o Candace McDermott

West Side Woman's Center
210 W. 82nd Street
New York, NY 11024

Women's Center
N.Y.C. Firehouse
243 West 20th Street
New York, NY 10011
212/255-9802

Women's Counseling Project
Room 112, Earl Hall
Broadway and 117th Street
New York, NY 10027

Women's Inter-Arts Center
549 W. 52nd Street
New York, NY 10019
212/246-6570

Women Photographers
The Midtown Y Gallery
Midtown YM-YWCA
344 E. 14th Street
New York, NY 10018

Northport Women's Center (Suffolk)
144 Bayview Avenue
Northport, NY 11768
516/757-6564

Oswego Women's Center
286 Washington Blvd.
Oswego, NY 13126
315/342-1294

Oswego Women's Crisis Center Project
Hillcrest Mobile Home Park
Klocks Corners Road
Oswego, NY 13126
c/o Peggy Alt

Women's Information Center
Old Westbury
Oyster Bay, NY 11771

Mid-Hudson Women's Center
27 Franklin Street
Poughkeepsie, NY 12601
914/473-1538

Poughkeepsie Women's Center
96 Market Street
Poughkeepsie, NY 12601
914/454-9487

Rockland City Women's Liberation Women's Center
St. Stephen's Episcopal Church
Pierce Hwy & Eberhardt Rd.
Pearl River, NY 10965
914/354-7442

New Directions for Women
Pace University
Westchester Campus:
Bedford Road
Pleasantville, NY 10570
914/769-3200
c/o Mrs. Joan A Dumont
New York Campus:
Pace Plaza
New York, NY 10038
212/285-3688,9
c/o Ms. Dorothee von Huene

Rochester Women's Center
139 Raleigh Street
Rochester, NY 14620

Rochester Women's Liberation
555 E. Main Street
Rochester, NY 14604

Suffolk Community College Women's Group
533 College Road
Selden, NY 11784

Richmond College Free Clinic and Women's Center
5th Floor
130 Stuyvesant Place
State Island, NY 10301

State Island College Women's Center
715 Ocean Terrace
Trailer 35
Staten Island, NY 10301

Staten Island Women's Center
121 Van Duzen Street
Staten Island, NY 10301

Women's Center
SUNY at Stony Brook
Stony Brook, NY 11790

LeMoyne Women's Center
426 Ellis Street
Syracuse, NY 13210
c/o Virginia Byron

Women's Center
750 Ostrom Avenue
Syracuse, NY 13210

Women's Center for Continuing Education
University College
610 E. Fayette Street
Syracuse, NY 13202

Women's Information Center
104 Avondale Place
Syracuse, NY 13210

Women's Center
Elizabeth Seton College
1061 N. Broadway
Yonkers, NY 10701
c/o Sister Margaret Farrara

Westchester Women's Center
YWCA Residence
69 No. Broadway
White Plains, NY 10603

NORTH CAROLINA

A Woman's Place
110 Henderson Street
Chapel Hill, NC 27514

Female Liberation
Box 954
Chapel Hill, NC 27514

Women's Center
1615 Lyndhurst Ave.
Charlotte, NC 28204
704/334-9655

Disadvantaged Women in Higher Education
1 Incinerator Road
Durham, NC 23824

Durham Women's Center - YWCA
515 W. Chapel Hill Street
Durham, NC 27701
919/688-4396

Women's Center
Guilford College Campus
Greensboro, NC 27410

Women's Center
2509 Sherwood Street
Greensboro, NC 27403
c/o Donna M. Smith

Women's Center
Chowan College
Murfreesboro, NC 27855
c/o Vicki Tolston

NORTH DAKOTA

Women's Information Collective
Box 324 Twainley Hall
Grand Forks, ND 58201

OHIO

Women's Information and Referral Center
2501 Pleasant Place
Alliance, OH 44601
c/o Carol Genetin

The Women's Center
Ohio University
304 McGuffey Hall
Athens, OH 45701
614/594-4482

Continuing Education Group
University of Cincinnati
Raymond Walters College
Cincinnati, OH 45236

Education Resource and Women's Center
Xavier University
Breen Lodge
3832 Ledgewood Drive
Cincinnati, OH 45207

University of Cincinnati Women's Center
412 Tuc Woman Affairs Council
Cincinnati, OH 45219

Women Helping Women
2699 Clifton
Cincinnati, OH 45220

Women's Center
6728 Alpine Avenue
Cincinnati, OH 45236

Women's Center
Case Western Reserve University
Thwing Study Center
11111 Euclid Avenue
Cleveland, OH 44118

Cleveland Women's Center
P.O. Box 2526
East Cleveland, OH 44112

Columbus Women's Liberation
Lutheran Student Center
38 E. 12th Avenue
Columbus, OH 43201

Dayton Women's Center
1309 N. Main Street
Dayton, OH 45405

Office of Special Programs for Women
Wright State University
Dayton, OH 45431
c/o Ms. Verna Graves

Women's Center
University of Dayton
Box 612
Dayton, OH 45469

Women's Center
Kent State University
Kent Women's Project
Kent, OH 44242
c/o Ms. Betty Kirschner

Women's Center
Oberlin College
Wilder Hall
Oberlin, OH 44074

AWS Women's Resource Center
Miami University
225 Warfield Hall
Oxford, OH 45056
c/o Anne Bush

Miami University Women's
Information Center
Miami University
Box 123, Bishop Hall
Oxford, OH 45056

Women's Liberation - USN
Center
410 E. High
Oxford, OH 45406

Women's Center
Wittenberg University
966 Pythian Avenue
Springfield, OH 45504
c/o Linda J. Headrich

Women's Programs
The University of Toledo
2801 W. Bancroft Street
Toledo, OH 43606
c/o M. Jean Parke

Women's Studies Program
Wilmington College
Wilmington, OH 45177
513/382-6661
c/o Helen Chapin or
Susan Risch

Antioch College Women's
Center
Antioch College
Yellow Springs, OH 45387
513/767-7331 x 311

Women's Center
3681 Polley Drive
Youngstown, OH 44515
c/o Alida Merlo

OKLAHOMA

The Women's Resource Center
P.O.Box 474
Norman, OK 73069

Crisis Center Project
7534 Lyrewood Lane #503
Oklahoma City, OK 73132
c/o Victoria Schoolcraft

Women's Resource Center-
YWCA
722 Northwest 30
Oklahoma City, OK 73118
405/528-5440

Women's Resource Center
University of Tulsa
600 S. College
Tulsa, OK 74104

OREGON

Office of Women's Studies
Oregon State University
Corvallis, OR 97331
c/o Dr. Jeanne Dost

The George House
Western Baptist Seminary
5511 S.E. Hawthorne
Portland, OR 97215
c/o Mrs. Laura Crockett

Portland Women's Center
6367 N. Moore
Portland, OR 97217

Women's Institute and
Resource Center
Portland State University
Portland, OR 97207

Women's Research and Study
. Center
University of Oregon
Eugene, OR 97403
503/686-5002
c/o Joan Acker, Sociology
Department

PENNSYLVANIA

The Women's Center
Cedar Crest College
Allentown, PA 18104
412/437-4471

Women's Center
YWCA
41 North Third Street
Easton, PA 18042

Career-Counseling Center
for Adult Women
Villa Maria College
2551 West Lake Road
Erie, PA 16505
c/o JoAnne Painter

Women's Resource Center
YWCA of Greater Hazleton
75 South Church Street
Hazleton, PA 18201
717/455-2046
c/o Ann Yenchick

Women's Center
230 W. Chestnut Street,
First Floor
Lancaster, PA 17603

Women's Caucus
Buck's County Community
College
Hicks Art Center
Newton, PA 18940
c/o Marlene Miller

Continuing Education for
Women
Temple University
Mitten Hall, Room 207
Philadelphia, PA 19122
c/o Jean McBryde Swanson

Educational Services for
Women
Temple University
Center City
1619 Walnut Street
Philadelphia, PA 19103
c/o Lenore Rose

Women's Center
Temple University
Mitten Hall, First Floor
Philadelphia, PA 19122
215/787-7990
c/o Cathy Balsley

Center for Women in Medicine
Medical College of
Pennsylvania
3300 Henry Avenue
Philadelphia, PA 19129
215/849-0400
c/o Nina B. Woodside

Philadelphia Women's
Liberation Center
P.O. Box 19807 P
Philadelphia, PA 19143
and
4216 Chester Avenue
Philadelphia, PA 19104
215/387-6626

Women's Center
University of Pennsylvania
112 Logan Hall CN
Philadelphia, PA 19174
215/594-8611
c/o Sharon Grossman

Women's Resource Center
YWCA Philadelphia
Kensington Branch
174 W. Allegheny Avenue
Philadelphia, PA 19139

Women's Center
Community College of
Allegheny County
Allegheny Campus
Pittsburgh, PA 15212

Women's Center - South
2929 Brownsville Road
Pittsburgh, PA 15227
c/o Anne Steytler

Women's Liberation House
Penn State University
245 E. Hamilton Avenue
State College, PA 16801

Swarthmore Gay Liberation
Swarthmore College
Swarthmore, PA 19081
c/o Christina Crosby

RHODE ISLAND

YWCA Women's Center
324 Broad Street
Central Falls, RI 02866

Kingston Women's Liberation
University of Rhode Island
Memorial Union
Kingston, RI 02881

Resource Center for Women
in Higher Education
Brown University
Providence, RI 02912
c/o Dr. Jacquiline Mattfeld

Women's Liberation Umbrella
59 Olive Street
Providence, RI 02906

Women's Liberation Union
of Rhode Island
Box 2302, East Side Station
Providence, RI 02906

YWCA Women's Center
Jackson Street
Providence, RI 02903

SOUTH CAROLINA

Women's Center
1106 Hagwood Avenue
Columbia, SC 29205

Women's Resource Center
Columbia YWCA
1505 Blanding Street
Columbia, SC 29201
803/252-2151
or
1010 Pine Street
Columbia, SC 29205
803/252-2194

Women's Center
Winthrop College
Winthrop Coalition Group
P.O. Box 6763
Rock Hill, SC 29730

Women's Center
P.O. Box 181
Sullivans Island, SC 29481

SOUTH DAKOTA

None reported

TENNESSEE

Women's Resource Center and
Office of Women's Programs
812 Volunteer Boulevard
Knoxville, TN 37916

Women's Resource Center
Memphis State University
Memphis, TN 38152

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Nashville Tennessee Women's Center
1112 19th Avenue South
Nashville, TN 37212
615/327-1969

Women's House
The University of the South
Sewannee, TN 37375

TEXAS

Center for Women's Studies
The University of Texas at Arlington
Box 19757 UTA Station
Arlington, TX 76019

Austin NOW
1907 David Street
Austin, TX 78705
c/o Barbara Duke

Women's Liberation
1106 W. 22nd Street
Austin, TX 78705

Austin Women's Center
2316 San Gabriel
Austin, TX 78705

Women's Center
3118 Fondrell Drive
Dallas, TX 75205
c/o Sandra I. Tinkham

Women's Center - Human Resource Center
Southern Methodist Univ.
3116 Fondren Drive
Dallas, TX 75275

Women for Change Center
Suite 290
3220 Lemmon Avenue
Dallas, TX 75204
214/522-3560

Women's Center
North Texas State University
Box 5333 N.T.
Denton, TX 76203

Women's Center
YWCA
512 W. Fourth Street
Ft. Worth, TX 76102
817/355-3535

Women's Center
619 Sealy
Galveston, TX 77558
c/o Pam Munyesheimer

Women's Resource Center
YWCA of Houston
1521 Texas Avenue
Houston, TX 77002

Women's Center
3602 Milam
Houston, TX 77002

UTAH

Women's Center
Utah State University
University Center 304
Logan, UT 84322
801/752-4100 x 7528

Women's Commission
Weber State College
Harrison Boulevard
Ogden, UT 84403
801/399-5941
c/o Ms. Helen Farr

Crisis Center Project
2522 North 820 East
Provo, UT 84601
c/o Laura Boessenroth

Women's Center
Brigham Young University
432 ELWC
Provo, UT 84601

Women's Environmental Institute
Brigham Young University
351 E. Center, Apt. 104
Provo, UT 84601
801/374-5480
c/o Jan Tyler

Women's Resource Center
University of Utah
293 Union Building
Salt Lake City, UT 84112
801/581-8030
c/o Shauna M. Adix

VERMONT

Women's Center
217 N. Winooski
Burlington, VT 05404

Women's Union
Middlebury College
Middlebury, VT 05753
c/o Lisa DeMauro

Feminist Studies
Goddard College
Aiken Dorm
Plainfield, VT 05667
802/454-8311 x 273

Women's Center
Windham College
Putney, VT 05346
c/o Ellen Dorsh and Mary Boyle

VIRGINIA

Women's Information and Resource Center
Northern Virginia Community College
8333 Little River Turnpike
Annandale, VA 22003

WASHINGTON

Women's Center
Women's Commission & Occupational Resource Center
Western Washington State College
Old Main 430
Bellingham, WA 98225
c/o Mary Robinson

Women's Center
Bellevue Community College
Bellevue, WA 98007

Women's Resource Center
Everett Community College
Everett, WA 98201

I.D. Center
1020 E. John
Seattle, WA 98102
c/o Alene H. Moris

Lesbian Resource Center
YWCA
4224 University Way N.E.
Seattle, WA 98105

Seattle Counseling Service for Sexual Minorities
1720 16th Avenue
Seattle, WA 98122
206/329-8737 or 329-8707

Women's Programs in Continuing Education
University of Washington
1209 N.E. 41st Street
Seattle, WA 98195
c/o Jeanne Rehwinkel

Women's Resource Center
South Seattle Community College
Seattle, WA 98106

Tacoma Women's Center
1108 N. Fife Street
Tacoma, WA 98406
c/o Debbie Jordan

Women's Center
University of Puget Sound
Tacoma, WA 98416
c/o Chris Smith

Women's Studies and Services Center
Tacoma Community College
5900 S. 12th Street
Tacoma, WA 98465
c/o Ms. Tanya Brunke

Women's Center
Spokane Falls Community College
Office of Women's Programs
W. 3410 Fort George Wright Drive
Spokane, WA 99204
c/o Hallien Johnson

Women's Center
Whitman College
Walla Walla, WA 99362
c/o Marcia Weidig

WEST VIRGINIA

Women's Center
Beckley College
S. Kanawha Street
Beckley, WV 25801

Women's Center
Appalachian Bible Institute
Bradley, WV 25818

Charleston Women's Center
P.O. Box 10208
Charleston, WV 25312

Women's Information Center
West Virginia University
Bennett House
221 Wiley Street
Morgantown, WV 26505
c/o Reba Thurmond, Advisor

WISCONSIN

Women's Action Group
Northland College
Ashland, WI 54806

Women's Center
Route #1
Green Bay, WI 54301
c/o Elaine Portella

Women's Center
University of Wisconsin
Green Bay, WI 54302

Center for Women's and Family Living Education
428 Lowell Hall
610 Langdon Street
Madison, WI 53706

Scarlett Letter Collective
University of Wisconsin YWCA
306 N. Brooks
Madison, WI 53715

Marathon Women's Resource Center
University of Wisconsin
Madison, WI 53706
c/o Diana Vaughn

Women's Place
213 Buell Street
Madison, WI 53704
c/o Harriet Hall

Women's Center
836 E. Johnson
Madison, WI 53703

Research Center on Women
Alverno College
3401 South 39 Street
Milwaukee, WI 53215
414/671-5400
c/o Kathleen C. Gigle

The Women's Center
2110 West Wells Street
Milwaukee, WI 53208

The Women's Coalition
2211 E. Kenwood Boulevard
Milwaukee, WI 53211
414/964-7535

Women's Information Center
University of Wisconsin-
Milwaukee
Box 189
Milwaukee, WI 53201

Duluth Women's Center
Route 1 Box 36B
Minong, WI 54859
c/o Abby Marler

Oshkosh Women's Center
Wisconsin State University
Oshkosh Student Association
Oshkosh, WI 54900

Women's Center
University of Wisconsin-
Oshkosh
312 Dempsey Hall
Oshkosh, WI 54901

WYOMING

Women's Resource Center
P.O. Box 3135
University Station
Laramie, WY 82070

OTHER COUNTRIES

CANADA

Edmonton Women's Centre
9623 - 103 Avenue
Edmonton, Alberta

Women's Center
11812 - 95th Street
Edmonton, Alberta

Women's Resource Center
Box 613
Aldergrove, B.C.

Kamloops Women's Centre
435 Nicola Street
Kamloops, B.C.
372-9620

Women's Center
490 Baker Street
Nelson, B.C.
325-9355

Prince George Women's Centre
1306 7th Avenue
Prince George, B.C.
563-7305

Centre for Continuing
Education
University of Britsh
Columbia
Re-Entry Programs for Women
Vancouver, B.C.
c/o Jo Lynne Hoegg

A Woman's Place
1766 W. Broadway
Vancouver, B.C.

Women's Center
804 Richards Street
Vancouver, B.C.

Women's Centre
511 Carroll Street
Vancouver, B.C.

Women's Center
1029 Douglas Street #414
Victoria, B.C.

A Woman's Place
300 Victor Street
Winnipeg, Manitoba
786-4581

Winnepeg Women's Center
377 Agnes Street
Winnepeg, Manitoba

Women's Liberation
#10, 812 Wolseley
Winnepeg, Manitoba
c/o Millie Lamb

Women's Center
YWCA
27 Wellington Row
St. John, New Brunswick
c/o Linda Gow

Women's Centre
P.O. Box 6072
4 Rawlins Cross
St. John's Newfoundland
753-0220

Women's Place
4 Prescott Street
St. John's Newfoundland
722-4533

Women's Center
Inuvik, North West
Territories
c/o Nellie Cournoyea

Halifax Women's Centre
5683 Brenton Place
Halifax, Nova Scotia

Joanne Opperman
Wellington, R.R. #1
Grand River, Prince Edward
Island

Hamilton Women's Centre
551 York Street
Hamilton, Ontario
528-4583

Open Arms Haven for Women
290 James Street North
Near Barton
Hamilton, Ontario

Women's Center
306 Herkimer Street
Hamilton, Ontario

London Women's Resource
Center
322 Queens Avenue
London, Ontario

Women's Center
136 Lewis Street (rear)
Ottawa, Ontario

Women's Place
366 Water Street
Peterborough, Ontario

Northern Women's Centre
P.O.Box 314
132 N. Archibald Street
Thunder Bay, Ontario P7C 4V9
623-3107

Canadian Women's Educational
Press
280 Bloor Street West
Room 304
Toronto, Ontario

Deanna White
7 Walmer Road #1807
Toronto, Ontario

Toronto Women's Center
1267 Queen Street West
Toronto, Ontario

Women and Film
9 A Charles Street West
Toronto, Ontario

Women's Place
137 George Street
Toronto, Ontario
363-8021

YWCA
21 McGill Street
Toronto, Ontario

K-W Woman's Place
25 Dupont Street East
Kitchener-Waterloo, Ontario
744-7011

Women's Collective
300 ERB Street
Waterloo, Ontario

The Women's Place
968 University Avenue West
Windsor, Ontario

Centre de Femmes
4319 St. Denis
Montreal 131, Quebec

Women's Information and
Referral Center
Centre d'information & de
reference pour femmes
3595 St. Urbain
Montreal 131, Quebec
514/842-4781

Women's Center
3764 St. Laurent
Montreal, Quebec

Women's Counseling Service
3650 Hutchison Street
Montreal 112, Quebec

Women's Mobile Information
Unit
3641 St. Lawrence Boulevard
Montreal, Quebec

YWCA Women's Centre
1355 Dorchester Boulevard W.
Montreal, Quebec
866-9941

Community Women's Centre
2070 Angus Street
Regina, Saskatchewan
535-6216

Regina University Women's
Center
Regina University
Student Services Building
Regina, Saskatchewan

Women's Center
124 A-2nd Avenue North
Saskatoon, Saskatchewan 57K
57K 2B2
306/242-5830

Women's Directorate USSU
University of Saskatchewan
Room 14 M.U.B.
Saskatoon, Saskatchewan

Since we began working on "Women's Centers: Where Are They?" additional women's centers have come to our attention. A state-by-state listing follows.

NEW ADDITIONS

COLORADO

Women's Center
Colorado Mountain College
Glenwood Springs, CO 81601

FLORIDA

Women Unlimited
115 South Main St.
Gainesville, FL 32601

INDIANA

Woman Alive!
YWCA
229 Ogden Street
Hammond, IN 46321
219/931-2922
c/o Gloria Gray

LOUISIANA

Newcomb Women's Center
Newcomb College
Tulane University
New Orleans, LA 70118
c/o Meneve Dunham

Women's Center
Box 36
Loyola University
New Orleans, LA 70118
504/866-5471 x 272, 521
c/o Carol Deinhardt Mawson

MASSACHUSETTS

Resource Center
YWCA
2 Washington Street
Worcester, MA 01608
617/791-3181

MICHIGAN

Office of Women's Programs
Michigan State University
380 Administration Bldg.
East Lansing, MI 48824

NEW JERSEY

Women's Rights Information Center
687 Larch Avenue
Teaneck, NJ 07666
836-5005

NEW MEXICO

Women's Center
P. O. Box 1100
Los Alamos, NM 87544
c/o Connie C. Keller

NEW YORK

Women's Center
Brooklyn College of the City University of New York
Brooklyn, NY 11210

PENNSYLVANIA

Women's Center
Wilson College
Chambersburg, PA 17201
717/264-4141
c/o Liza Jane Wilson

University Women's Center
University of Pittsburgh

Pittsburgh, PA 15260

SOUTH CAROLINA

Women's Center
Converse College
Spartanburg, SC 29301
c/o Michelle Rousseau

SOUTH DAKOTA

Resource Center for Women
620 S.E. 15th Avenue
Aberdeen, SD 57401
605/226-1212

SOUTH DAKOTA

Women's Center
802 11th Avenue
Brookings, SD 57006
605/688-4518

WASHINGTON, D.C.

Center for Women and Work
1211 Connecticut Ave. N.W.
Washington, D.C. 20036

WISCONSIN

Wisconsin Women's Resource Center
2101A Main Street
Stevens Point, WI 54481

Women's Center
Moraine Park Technical Institute
700 Gould Street
Beaver Dam, WI 53916

Women's Center
Gateway Technical Institute
3520 30th Avenue
Kenosha, WI 53140

Women's Center
Madison Area Technical College
211 N. Carroll Street
Madison, WI 53703

Women's Center
Milwaukee Area Technical College
1015 N. 6th Street
Milwaukee, WI 53203

Women's Center
Wisconsin Indianhead Technical Institute
New Richmond, WI 54017

Women's Center
Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072

Women's Service Center
102 N. Monroe Street
Green Bay, WI 54301

YWCA
101 E. Mifflin
Madison, WI 53703

Women's Place
1001 University Ave.
Madison, WI 53715

Moon Tree
2203 Regent St.
Madison, WI 53705

Center for Women's Alternatives
Menomonie, WI 54751

Women's Community Center
415 1/2 S. Farwell Street
Eau Claire, WI 54701

Drop-In Center
1814 Bellinger Street
Eau Claire, WI 54701

Women's Horizons, Inc.
Box 103
Kenosha, WI 53142

YWCA New Horizons Women's Center
West Ave. and Main St.
La Crosse, WI 54601

The Women's Community
Upstairs, YWCA
613 Fifth Street
Wausau, WI 54401

The Women's Coalition
2211 E. Kenwood Blvd.
Milwaukee, WI 53211

Womencenter, Inc.
P. O. Box 2352
Appleton, WI 54913

Personal Development Council
207 South Central
Marshfield, WI 54449

WISCONSIN

University of Wisconsin-
Extension
Women's Education Resources
430 and 433 Lowell Hall
610 Langdon Street
Madison, WI 53706

All University of Wisconsin campuses have Women's Studies Coordinators.

OTHER COUNTRIES

CANADA

Ottawa Women's Center
581 O'Connor Street
Ottawa, Ontario
235-2560

Women's Center
Angus
Regina, Saskatchewan

PART I.B. FUNDING SOURCES FOR WOMEN'S PROJECTS

This section is divided into Federal agencies, foundations and corporations, all of which are potential funding sources for you or your organization. Here you will find information on all these potential funding sources to help you decide which one(s) best fits your needs and your idea.

1. Federal agencies.
2. Foundations.
3. Corporations.

PART I.B.(1): FEDERAL AGENCIES

This section is designed to help familiarize you with resources that list funding sources.

In this section you will find the following information:

- Descriptions of, and examples from, some government publications that can give you valuable information concerning government funding.
  - The Catalog of Federal Domestic Assistance (CFDA).
  - The Federal Register.
  - The Commerce Business Daily.
  - The United States Government Manual.
  - Information on Federal Management Circulars.
- Diagrams of the Department of Health, Education, and Welfare (DHEW), and the Education Department of DHEW. Both are important funding sources for women's educational projects (WEEAP is in the Department of Education).

The Catalog of Federal Domestic Assistance

The Catalog of Federal Domestic Assistance (CFDA) includes complete information on a number of grant programs, which are cross-referenced in several different ways. It is also the place to look for legislation of Federal agencies that may have potential funds for your organization. Pay special attention to "Information Contacts," which tells you where to find additional information on the program, and "Related Programs," which tells you where in the CFDA to find similar projects. The CFDA is indexed in five different ways:

1) Agency Program Index - All programs under an agency heading are listed, such as U.S. Office of Education, Social Rehabilitation Services, National Institute of Mental Health, Appalachian Commission.

2) Functional Purposes Index - The headings are for general purposes, such as employment; labor; training; planning, research, demonstration; health: research general; education: research general.

3) Popular Name Index - Provides the popular but not the formal name of a program, e.g., Title VII, Title XX, SSIE.

4) Applicant Eligibility Listings Index - Three separate listings for programs open to application from state agencies, local agencies, and individuals.

5) Subject Index - Lists program topics, such as education, research; education; early childhood mental health research; alcoholism; narcotics and drug abuse.

The CFDA is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. The price for the 1977 catalog was $16.00. This includes one supplement which is published around November. Many libraries have the catalog also.

PROGRAMS

13.565 WOMEN'S EDUCATIONAL EQUITY

Women's Educational Equity Act Program

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

AUTHORIZATION: Women's Educational Equity Act of 1974, Public Law 93-380, Section 408, 86 Stat. 554, 20 U.S.C. 1866.

OBJECTIVES: To provide educational equity for women to all levels of education through grants and contracts for research and development, evaluation, dissemination, guidance and counseling, and support for the improvement and expansion of special and innovation programs.

TYPES OF ASSISTANCE: Project Grants and Contracts

USES AND USE RESTRICTIONS: Projects must contribute to capacity building in the area of educational equity for women by producing exemplary results and/or products to be used by organizations, agencies, and individuals other than the award recipient and thereby to have a substantial national impact in furthering the purpose of providing educational equity for women. Funds are limited to capacity building and are not available to benefit one or more agencies, organizations, or individuals to meet their own needs. Support in certain professional or occupational areas is limited to costs directly related to the provision of educational equity for women and does not extend to the general costs of training in these fields.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public agencies, private nonprofit organization, and individuals.

Beneficary Eligibility: Same as applicant eligibility.

ASSISTANCE CONSIDERATIONS:

Formula And Matching Requirements: No applicable.

Length And Time Phasing Of Assistance: Applicants may propose and justify multiyear projects. A substantial number of awards will be made for one year only.

FINANCIAL INFORMATION:

Account Identification: 09-40-0270-0-1-503.

Obligations: FY 75 -0-; FY 76 est: $6,270,000; T.Q. -0-, FY 77 $5,895,000.

Range And Average Of Financial Assistance: $5,000-$500,000, $110,000.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR Part 160f at 41 F.R. (No. 30) 6436-44; February 12, 1976. (Proposed Rule in 40 F.R. (No. 155) 33802-09; August 11, 1975).

INFORMATION CONTACTS:

Regional Or Local Office: Not applicable.

Headquarters Office: Women's Program Staff, U. S. Office of Education, 400 Maryland Avenue, S. W., Room 3121, Washington, D. C. 20202, (202) 245-2182.

BEST COPY AVAILABLE

The Federal Register

The Federal Register, indexed monthly, contains important information on government grant programs described in the CFDA. Announcements concerning grant programs usually contain changes, clarifications, or expansions or existing programs.

The Federal Register is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402, for $50 a year or $5 a month.

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 160f—WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY: Office of Education (OE), HEW.

ACTION: Final regulations.

SUMMARY: This document amends the regulations as required by the Education Amendments of 1974 to simplify the language, simplify the preapplication process, eliminate priority areas for general grants and adjust evaluation criteria and the basis for award decisions.

EFFECTIVE DATE: Pursuant to section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions thereof concerning congressional action and adjournment.

FOR FURTHER INFORMATION CONTACT:

Dr. Mary Jane Smalley, U.S. Office of Education, Room 2145, 400 Maryland Avenue SW., Washington, D.C. 20202 (202-245-2181).

SUPPLEMENTARY INFORMATION:

BACKGROUND

The Women's Educational Equity Act Program is a discretionary program in the Office of Education authorized by the Education Amendments of 1974, Pub. L. 93-380, with a stated purpose to provide educational equity for women. This is defined in the regulation as including both the elimination of inequity which prevents full and fair participation by women in educational programs and in American society generally and the achievement of responsiveness by educational leaders and other personnel to the special educational needs, interests, and concerns of women arising from inequitable education policies and practices.

The Act authorizes activities at all levels of education: Preschool, elementary and secondary education, higher education, and adult education. The Act provides likewise for an extremely broad range of program activities: The development, evaluation, and dissemination of curricula, textbooks, and other educational materials; training for educational personnel; research and development; guidance and counseling activities; educational activities for adult women; educational programs for women in vocational education; career education; physical education; and educational administration.

Both grants and contracts may be awarded in the areas listed above. In addition to general grants in these areas, the statute authorizes a program of small grants, not to exceed $15,000, in order to support innovative approaches to the achievement of educational equity for women. In the first year of program operation, contracts were awarded for two major national activities: technical assistance in the implementation of Title IX of Pub. L. 92-318 and a communications network to provide a wide range of information services to individuals and institutions.

The law specifies that public agencies, private non-profit organizations, and individuals are eligible for awards under the program.

PUBLIC RESPONSE TO THE NOTICE OF PROPOSED RULEMAKING

In contrast to the large numbers of comments received on the Advance Notice of Proposed Rulemaking published on October 21, 1976 (41 FR 46576-78), only eight written comments were received on the Notice of Proposed Rulemaking. Hearings were conducted in ten locations across the country. They were generally well attended (a total of 350 persons) and provided an opportunity for extensive dialogue between the Office of Education and participants. Two issues were raised quite frequently: (1) The unrealism of the deadlines for preapplications and applications, and (2) the disastrous effect of making grant awards as late as September or October to projects which work in or with educational systems. Neither can be remedied in the regulation. The Office of Education plans to address them in administering the program. Some formal comments on the regulations were made at the meetings and are considered with the written comments in this preamble. The National Advisory Council on Women's Educational Programs reviewed the proposed rule and provided its comments in writing to the Commissioner.

The overall reaction to the regulation was that it was a substantial improvement over the regulation used in the first year of the program. Commenters praised the increased flexibility, the elimination of priorities, reduction of jargon, addition of definitions, and simplification of the preapplication process.

The following specific comments were made either in writing or at the hearings. After the summary of each comment, a response follows stating changes which have been made in the regulation, or the reasons why no change is deemed appropriate. The comments appear in the order of the sections of the final regulation. There are no significant differences from the Notice of Proposed Rulemaking which was published in the FEDERAL REGISTER on April 1, 1977 (42 FR 17700-11).

GENERAL

Comment. Concern was expressed about the difficulty in coping with Government regulations and forms for persons and organizations which have had no previous experience. Although the WEEA regulation was commended for its improvement over the previous regulation in this regard, some commenters indicated that the problem still exists. One commenter asked that the regulation be simplified into one page. Another commentor recommended various outreach efforts to reduce fear of the application process and commended the regional hearing in which the comment was made for helping to do just that. One commenter differed in attitude to the regulation and the criteria and described herself as a "satisfied customer," though by no means a professional grantsperson.

Response. Several steps have already been taken to respond to these concerns. First, the revision of last year's regulation was deemed imperative, though it meant a late announcement of the competition, minimum time before application deadlines, and no awards possible before September—all serious issues. Secondly, hearings were conducted at ten locations throughout the country and were judged helpful in providing technical assistance. In addition, other efforts to deal more specifically with the problem are currently being planned to enable persons to work with regulations with greater ease. At the hearings, persons working for educational equity for women repeatedly made requests for assistance to gain expertise in both project and application development.

SECTION 160f.1(e) TEXTBOOKS AND CURRICULAR MATERIALS

Comment. One commenter noted that this paragraph had been altered slightly in punctuation and wording. Although advised by legal counsel that the revision did not change the substance, the commenter requested confirmation in the preamble that the change was technical only, was not meant to be substantive, and should not be interpreted as signifying a dilution of the provision's original intent.

Response. The commenter is absolutely correct. The change was solely editorial and has no impact on the intent or meaning of the statement.

SECTION 160f.2 DEFINITIONS

Comment. One commenter asked for clarification between "target population" and "population groups."

Response. A definition of "target population" was included in § 160f.2 of the regulation. Population groups are defined in § 160f.3(d) where the regulation states that a project may focus on the approach to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian). "Target population" appears in §§ 160f.7(c)(2)(ii)(B), 160f.8(c)(2)(iii) and (3)(iii); "Population group(s)" appears in §§ 160f.3(d), 160f.8(c)(2)(iii) and (3)(iii), and 160f.10(a)(2)(i)(B) and (ii).

Comment. One comment indicated that the use of "validation procedures" in the regulation is difficult for persons not familiar with such terminology.

Response. A definition of validation as it is used in the WEEA Program has been added. It includes both a general and a more technical description.

BEST COPY AVAILABLE

The Commerce Business Daily

The Commerce Business Daily publishes every Federal Request for Proposal that exceeds $5,000, and gives notices of Federal grant awards. The most important section for you is "Services," where most RFP's are listed. A subscription is $80/year (non-priority mail), or $105/year (priority mail) from the Superintendent of Documents, Government Printing Office, Washington, D.C., 20402.

How To Use The Commerce Business Daily

The Commerce Business Daily is meticulously designed, written and edited to make it what could well be the most boring and incomprehensible government publication in the world.

Take for example this enlightening bit of prose, printed in its entirety: "TOURING HISTORICAL DRAMA GROUP, 'We've come back for a little look around.' RFP CX-1100-INV-125, The National Park Service, Harpers Ferry Center, is negotiating with Franklin S. Roberts Associates, Inc., 228 Delaney St., Philadelphia, PA., 19106 (P069)."

Although the Commerce Business Daily is filled with entries often less edifying than the one above, its syntax is often nonexistent and there are more typographical errors per page than many publications commit in a year, some people wouldn't think of missing a single issue. There's a good reason.

The Commerce Business Daily is Uncle Sam's shopping list. Everything the federal government needs to keep running--from female tree frogs and spaghetti to laser seeker brassboards and training programs in aging--is made known, albeit in garbled fashion, through the pages of the Daily.

As a matter of fact, not only is this Uncle Sam's shopping list, it's his official shopping list. Every request for proposal (RFP) that will exceed $5,000 must be published in the Daily. But it only has to be published once, so the casual reader can miss a great deal.

The Commerce Business Daily is published five times a week, Monday through Friday. Each issue usually runs between 24 and 32 pages, with Monday's issue sometimes slightly larger.

The Monday issue is very important. Without it, the information contained in the Tuesday through Friday issues will be even more confusing than the editing has already made it. Monday contains the "Numbered Notes," a list of some 100 specific pieces of information dealing with grants and contracts announced throughout the week. This information is not repeated. For example, an RFP on Thursday may say simply "see note 24." Unless you have Monday's issue in hand, there is no way to know that note 24 tells you that telephone requests for copies of the RFP will not be honored.

The "Numbered Notes" appear on the last four pages of each Monday issue. Keep these pages handy for reference. It may make the difference between a proper and improper response.

WEDNESDAY, DECEMBER 20, 1978

Commerce Business Daily

U. S. DEPARTMENT OF COMMERCE
Juanita M. Kreps, Secretary

c. 4

A daily list of U.S. Government procurement invitations, contract awards, subcontracting leads, sales of surplus property and foreign business opportunities

U. S. GOVERNMENT PROCUREMENTS

Services

A Experimental, Developmental, Test and Research Work (Includes both basic and applied research).

A -- QUANTITATIVE ORGANIC ANALYTICAL SERVICES. Organic analytical services on synthetic water samples which contain the priority pollutants or other specific organic compounds of interest to EPA. Analytical services shall also be performed on crude oils and oil fractions. Samples will be procured at a variable rate for quantitative analyses. The contractor must be familiar with OSHA regulations regarding the handling of toxic substances. Prospective contractors should be highly experienced in performing analyses on water and oil samples containing the priority pollutants at low-milligram/liter (mg/liter) and nanogram/liter (ng/liter) levels. The prospective contractors should also be experienced in chemical characterization of crude oils and oil fractions. The contractor should have professional analytical chemists experienced in quantitative organic chemistry as well as ample equipment, instrumentation and laboratory facilities to do the required chemical analyses at mg/liter and ng/liter levels. Interested sources are invited to submit a written request for a copy of the Request for Proposal within 10 days after publication of this notice. The Contracting Officer may determine to classify this procurement as a Small Business Set-Aside or a Labor Surplus Area Set-Aside prior to issuance of the RFP. Refer to RFP CI 79-0076. See Note 11. State your EPA "RFP List" number if one has been assigned to you.

A -- MICROBIOLOGICAL ANALYTICAL SERVICES. Microbiological analyses on a series of cultures in a lyophilized state. Samples shall be sent at a variable rate for quantitative and qualitative microbiological analyses. Prospective contractors should be highly experienced in performing microbiological analyses of waters and wastewaters as detailed in Standard Methods for the Examination of Waters and Wastewater 14th ed. The prospective contractors shall also have professional microbiologists and technologists experienced in water and wastewater microbiology who would perform the analytical services. The contractor should have ample equipment, instrumentation and laboratory facilities to do a variety of microbiological analyses as commonly conducted on waters and wastewaters. It is desirable that the contractor be approved by the state of his residency for microbiological work on potable waters and that the contractor indicate this approval if applicable. In order to assure same day delivery at the samples' initial storage temperature (-70°C) the contractor must be within a 600 mile radius of the Cincinnati EPA location and be able to leave the Cincinnati location and arrive at his work location with the samples within four hours. Interested sources are invited to submit a written request for a copy of the RFP within 10 days after publication of this notice. The Contracting Officer may determine to classify this procurement as a Small Business Set-Aside or a Labor Surplus Area Set-Aside prior to issuance of the RFP. Refer the RFP CI 79-0078. See Note 11. State your EPA "RFP List" number if one has been assigned to you. (349)

Negotiated Contracts Branch, Contracts Management Division, Environmental Research Center, Environmental Protection Agency, Cincinnati, OH 45268

☆ **A -- 30 MM CARTRIDGES** with H.E.D.P. projectiles. 30 ea. Negotiations will be conducted with General Electric Co., Burlington, VT. RFQ DAAK10-79-R-0034. If any information is required, please contact C. Helling, 201/328-2875. (352)

U.S. Army Armament Research and Development Command, Dover, N J 07801

A -- STUDY OF THE APPLICATION OF ELECTRICAL/ELECTRONIC TECHNOLOGIES to Conventional Aircraft for NASA-JSC, Houston, TX. RFP 9-BC73-40-9-22P will be issued o/a 8 Jan 79. Proposals are due 30 days after release of RFP. See Notes 32 and 82. (352)

NASA Lyndon B. Johnson Space Center, BL5/Procurement Operations Office, Houston, TX 77058 Tel: 713/483-4512

BUSINESS NEWS

AUTOMOTIVE MAINTENANCE AND REPAIR EQUIPMENT EXHIBITION, SYDNEY, AUSTRALIA JUNE 18-22, 1979

Recent statistics point to a continuing downward trend in new vehicle registrations thus confirming that Australians are operating their cars longer. This, coupled with high prices for motor vehicles and a level of vehicle ownership second only to the U.S. is generating a strong demand for more and better servicing. The first exhibition of automotive maintenance and repair equipment held at the U.S. Trade Center in Sydney in June 1976 resulted in $1 million off-the-floor sales. The market is now estimated to be US$328 million in 1978-79-and forecasts of US$343 million in 1980/81. Conditions in Australia are now ready for further market development. To take advantage of these trends, the U.S. International Marketing Center in Sydney, Australia will stage and exhibition of this equipment June 18-22, 1979. For further information contact: Harry Stringer, Tel. 202/377-2210, U.S. Department of Commerce, Washington, D.C. 20230.

8TH ANNUAL DOD ACQUISITION RESEARCH SYMPOSIUM AND CALL FOR PAPERS

The 8th Annual DOD Acquisition Research Symposium, jointly sponsored by the Defense Systems Management College (DSMC) and the Federal Acquisition Institute (FAI), will be held 2-4 May 79 at the Naval War College, Newport, Rhode Island. Attendance will be by invitation prorated through major government agencies, industries, academia, and other appropriate organizations. Additionally, the author of a paper judged to be a contribution to the symposium will be invited to attend. A limited number of authors will be asked to make presentations. The symposium has a twofold purpose. The first is to develop candid, open discussions between government and industry regarding major policy issues of concern to those doing business with the government. Secondly, the symposium will provide a forum for the disclosure of research accomplished in the acquisition management field. The symposium will primarily consist of workshops. For further information, including topics to be discussed and schedule of deadlines for submitting papers, contract: Defense Systems Management College, Attn: Program Chairman (LtCol Robert Machen), Fort Belvoir, VA 22060.

A -- DATA COORDINATING CENTER FOR THE UNSTABLE ANGINA PECTORIS TRIAL. Negotiations on a non-competitive basis with the Massachusetts General Hospital, Boston, Massachusetts. The Massachusetts General Hospital has been the incumbent contractor since Jan 67. The purpose of this activity is to collect, to process and to analyze the data for a randomized study of operative and medical management of unstable angina pectoris. This includes data on approximately 300 patients, plus data on additional reference patients with unstable angina pectoris not entering the randomized studies. The data from the individual participating centers must be routinely evaluated. The Policy Advisory Board and the Steering Committee must be supplied with up-to-date reports of the registry. The Data Center must coordinate and assist in overseeing data acquisitions at all of the participating sites. The Data Center must check on the completeness of quality of all data and otherwise monitor all clinical centers for adherence to the study data protocol and periodically prepare reports to participating clinics on delinquent or incomplete forms. The Data Center must accumulate and maintain appropriate data files. The Data Center must maintain confidentiality and security of the data files. The Data Center must generate all the necessary data forms, manuals of operations and definitions, reports, and publications. The Data Center must participate in all meetings of the participants, Steering Committees, and working subcommittees as required. The Data Center must establish a system for determining the survival status of enrolled patients who have discontinued their visits to the eight participating clinics. To accomplish this task the Massachusetts General Hospital possesses the following capabilities which the NHLBI believes to be necessary for the task. The Massachusetts General Hospital has a pre-existing personnel staff fully experienced with both the conduct of the trial and the accumulated data. The Massachusetts General Hospital has, by virtue of their continuing performance as the Data Coordinating Center, established a cooperative collaborative relationship with the eight other institutions participating in the trial. Their experience with the study data and their role in the development and management of the database for the trial constitute what the NHLBI believes is a unique body of knowledge and work experience in this trial. The incumbent contractor, the Massachusetts General Hospital, has developed specialized computer programs for analysis of the data. Any organizations which believe they possess or exceed these qualifications and wishes to be considered for the proposed work should submit documentation of qualifications to the address below within 7 days of the date of publication of this notice. (352)

Patrick Sullivan, Contracting Officer for Cardiac Diseases Branch, National Heart, Lung, and Blood Institute, National Institutes of Health, Federal Bldg, Room 3C10, Bethesda, MD 20014.

A -- CONSOLIDATION, REVIEW AND ASSESSMENT OF SCIENTIFIC DATA IN SUPPORT OF PESTICIDE EVALUATIONS. Review and evaluate available scientific data relative to registered chemicals to determine if the risk criteria set forth in 40 CFR 162.11 (a) (3) of July 3, 1975, have been exceeded. The data are contained in scientific publications, Agency registration files, unpublished laboratory reports and other sources (i.e. NCI, FDA). Since these data are the foundation for regulatory decisions, they may be subject to critical, indepth review to determine their scientific acceptability. The data and information in question relate primarily to potential hazards posed by the chemical for humans and domestic animals. The Contractor shall provide scientific reviews and evaluations to the Agency on the toxicity of chemicals with regard to the Generic Standards and RPAR processes. The following areas of scientific expertise will be needed: Toxicology, Pathology-Oncology, Biochemistry-Metabolism, Reproductive Physiology-Teratology, Mutagenicity, Neurotoxicity, Endocrinology, Epidemiology, Biostatistics (including Risk Extrapolation), Respiratory Toxicology and Behavioral Pharmacology. Requests must be issued in writing. Please ask for RFP WA 78-8317 and state your EPA "RFP List" number if you have been assigned one. See Note 24. (349)

Environmental Protection Agency, Headquarters Procurement Operations, Procurement Section B, (PM-214-C), Crystal Mall #2, Room 708, Washington, D.C. 20460

A -- RADIO REMOTE CONTROL SYSTEM FOR HEAVY EQUIPMENT. The Project involves installation of a radio remote control system on a full-tracked prime mover and towed vehicle. This is a premobilization notice. Cost of pricing data is not required. This is not a request for proposal nor does the Government intend to pay for the information furnished. Interested firms should submit current capabilities NLT 12 Jan 79. (349)

Commanding Officer, Naval Explosive Ordnance Disposal Facility, Indian Head, MD 20640, Attn R. L. Tarno Code EODF/3042. Tel 301/743-4530

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Contract Awards	20

United States Government Manual

The United States Government Manual, the Federal government's official handbook, is an annual publication which can help you keep up with government activities and requirements. There is a discussion of the Code of Federal Regulations (CFR) and the Federal Register in the "Guide to Government Information," a special added section in the Manual, and information on how to keep in touch with U.S. Government publications. In the main text of the Manual are descriptions of all federal agencies, emphasizing their activities. Addresses are included for requests concerning grant information. The Manual is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 for $5.75.

provides a major staffing and program innovation resource. The Office works with other governmental and private agencies to develop a responsive system of volunteer administration through which programs are enriched. Public support and collaboration are developed as volunteers grow in skills, understanding, and dedication to meeting human needs.

Education Division

The Education Division was created by the Education Amendments of 1972 which were signed into law on June 23, 1972 (86 Stat. 327; 20 U.S.C. 1221e).

The Education Division, under the direct supervision of the Assistant Secretary for Education who reports to the Secretary, is responsible for coordinating and generally supervising the education activities of the Department.

The Education Division consists of the Office of the Assistant Secretary for Education, the Office of Education, and the National Institute of Education.

Office of the Assistant Secretary for Education

The Office of the Assistant Secretary for Education is responsible for the general direction and supervision of the Education Division. This Office provides leadership for the education activities of the Department, and serves as the key advocate for assuring that the Department provides professional and financial assistance to strengthen education in accordance with Federal laws and regulations.

NATIONAL CENTER FOR EDUCATION STATISTICS

The National Center for Education Statistics collects and disseminates statistics and other data related to education in the United States and in other nations. The Center coordinates the information-gathering activities for education programs, and performs special analyses of and disseminates the statistical data so gathered.

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

The Fund for the Improvement of Postsecondary Education is responsible for improving postsecondary educational opportunities by providing assistance to educational institutions and agencies to encourage a broad range of improvements and innovations.

Office of Education

The Office of Education was created by act of March 2, 1867 (14 Stat. 434; 20 U.S.C. 1). In 1869 the Office of Education became a part of the Department of the Interior; it was transferred to the Federal Security Agency upon that Agency's creation in 1939; and it became a constituent agency of the Department of Health, Education, and Welfare upon the establishment of that Department in 1953.

The statutory function of the Office of Education is administration of programs of financial assistance to educational agencies, institutions, and organizations.

Major Components

OFFICE OF THE COMMISSIONER OF EDUCATION

In addition to general responsibility for the Office of Education and its regional offices, the Office of the Commissioner administers the operations of the Teacher Corps, bilingual education, career education, and right-to-read programs.

REGIONAL OFFICES

Each regional office administers the educational affairs of an HEW region. It serves as a center for dissemination

Federal Management Circulars. Federal management circulars (FMCs) issued by the General Services Administration are critical to gaining an understanding of the basic responsibility and authority of executive and independent agencies administering federal grant programs. Although certain FMCs deal only with internal policies and procedures, CPAs should be familiar with the circulars that have been issued and should establish a procedure for obtaining circulars that will be issued in the future.

All FMCs are published in the *Federal Register.* However, copies can also be obtained from the Office of Federal Management Policy, General Services Administration, Washington, D.C.

Following are brief descriptions of FMCs that have been issued so far:

FMC 73-1 -- "Federal Management Circulars and Notices" establishes the General Services Administration's series of Federal Management Circulars and Notices, which are used to communicate federal management policy and information to the executive departments and establishments.

FMC 73-2 -- "Audit of Federal Operations and Programs by Executive Branch Agencies" sets forth policies to be followed in the audit of federal operations and programs by executive departments and establishments.

FMC 73-3 -- "Cost Sharing on Federal Research" provides guidelines for federal agencies concerning participation by the performing organizations in the cost of research supported by federal agencies.

FMC 73-4 -- "Central Support Services" provides policies and procedures under which central supporting services may be established in federal office buildings occupied by a number of executive departments and establishments and operated, where appropriate, by the General Services Administration or other agencies.

FMC 73-5 -- "Utilization, Disposition, and Acquisition of Federal Real Property" states the general policy in the United States and in foreign countries.

FMC 73-6 -- "Coordinating Indirect Cost Rates and Audit at Educational Institutions" provides policies for coordinating (a) the establishment of indirect cost rates for and (b) the auditing of federal grants and contracts with educational institutions.

FMC 73-7 -- "Administration of College and University Research Grants" provides policies and procedures for establishing greater consistency among federal agencies in the administration of grants, contracts and other agreements with educational institutions in the United States.

FMC 73-8 -- "Cost Principles for Educational Institutions" establishes principles for determining costs applicable to grants and contracts with educational institutions.

FMC 74-1 -- "Federal Energy Conservation" establishes energy conservation policies and procedures for the executive branch.

FMC 74-2 -- "ADP Management Information System (ADP/MIS)" prescribes the policy and criteria for the continuing development of a management information system for automatic data processing activities in the federal government.

FMC 74-3 -- "Government-Wide Procedures for Processing Preaward Protests Against Contract Award" establishes guidelines for the development by federal agencies of regulations and preaward protest procedures that provide for prompt consideration and disposition of protests against award of contracts and for the collection and maintenance of data which will aid in evaluation and improve the processing of future protests.
FMC 74-4 -- "Cost Principles Applicable to Grants and Contracts with State and Local Governments" establishes principles and standards for determining costs applicable to grants and contracts with state and local governments.
FMC 74-5 -- "Management, Acquisition, and Utilization of Automatic Data Processing (ADP)" establishes policies in the management, acquisition and utilization of ADP equipment, software, maintenance, ADP-related services and supplies.
FMC 74-6 -- "Operational Effectiveness of Decentralized Purchasing Activities" establishes a requirement that executive departments and establishments with decentralized purchasing activities develop and implement a continuing program aimed at the removal of impediments to improved decentralized purchasing activities.
FMC 74-7 -- "Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments" promulgates standards for establishing consistency and uniformity among federal agencies in the administration of grants to state and local governments.
FMC 74-8 -- "Guidelines for Agency Implementation of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970, Public Law 91-646" establishes guidelines to be followed by departments and agencies for developing regulations and procedures to implement the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970.
FMC 74-9 -- "Fund Control" sets forth policies concerning agency regulations for the administrative control of funds.
FMC 75-1 -- "Ensuring Consideration of Users' Experience With Federal Agency Supply Support Systems" establishes policies and procedures to ensure that supply support systems provide a positive means for the communication and consideration of users' experience.

In addition to the circulars, GSA has also published a booklet entitled *Federal Grant Management*, which contains interpretations and questions and answers on the implementation of FMC 73-2, 74-4 and 74-7. The booklet can be obtained from the Office of Federal Management Policy (GSA).

--Hanley, 1975

IMPORTANT NOTICE
TO PROSPECTIVE PARTICIPANTS IN USOE CONTRACTS AND GRANTS PROGRAMS

GRANTS

Applicants for grants from the U.S. Office of Education *(USOE)* have to compete for limited funds.

Deadlines assure every applicant that he will be treated fairly and equally, without last minute haste.

For these two reasons, USOE must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that

> **Failure to meet a deadline will mean that an application will be rejected without any consideration whatever.**

The rules, including the deadline, for applying for each grant are published, individually, in the *Federal Register.* A one-year subscription to the *Register* may be obtained by sending $50.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. *(Send check or money order only, no cash or stamps.)*

The instructions in the *Federal Register* must be followed exactly. **Do not accept any other advice you may receive.** No USOE employee is authorized to extend any deadline published in the *Register.*

Questions regarding submission of applications may be addressed to:

U.S. Office of Education
Application Control Center
400 Maryland Avenue, SW
Washington, D.C. 20202

CONTRACTS

Competitive procurement actions undertaken by the USOE are governed by the Federal Procurement Regulations and implementing HEW Procurement Regulations.

Generally, prospective competitive procurement actions are synopsized in the *Commerce Business Daily (CBD).* Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the **Request for Proposals.**

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the Request for Proposals *(RFP).* Questions regarding the submission of offers should be addressed to the Contracting Officer identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No USOE employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for $80.00 per year via second class mail or $105.00 per year via first class mail. Information included in the Federal Procurement Regulations (FPR) and the Health, Education, and Welfare Procurement Regulations (HEWPR) are contained respectively in Title 41, Code of Federal Regulations, Chapters 1 to 2 ($6.75) and Title 41, Code of Federal Regulations, Chapters 3 to 6 ($6.05). The foregoing publications may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

In an effort to be certain this important information is widely disseminated, this notice is being included in all USOE mail to the public. You may, therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

OE FORM 5348, 5/76 REPLACES OE FORM 5348, 7/75, WHICH IS OBSOLETE

BEST COPY AVAILABLE

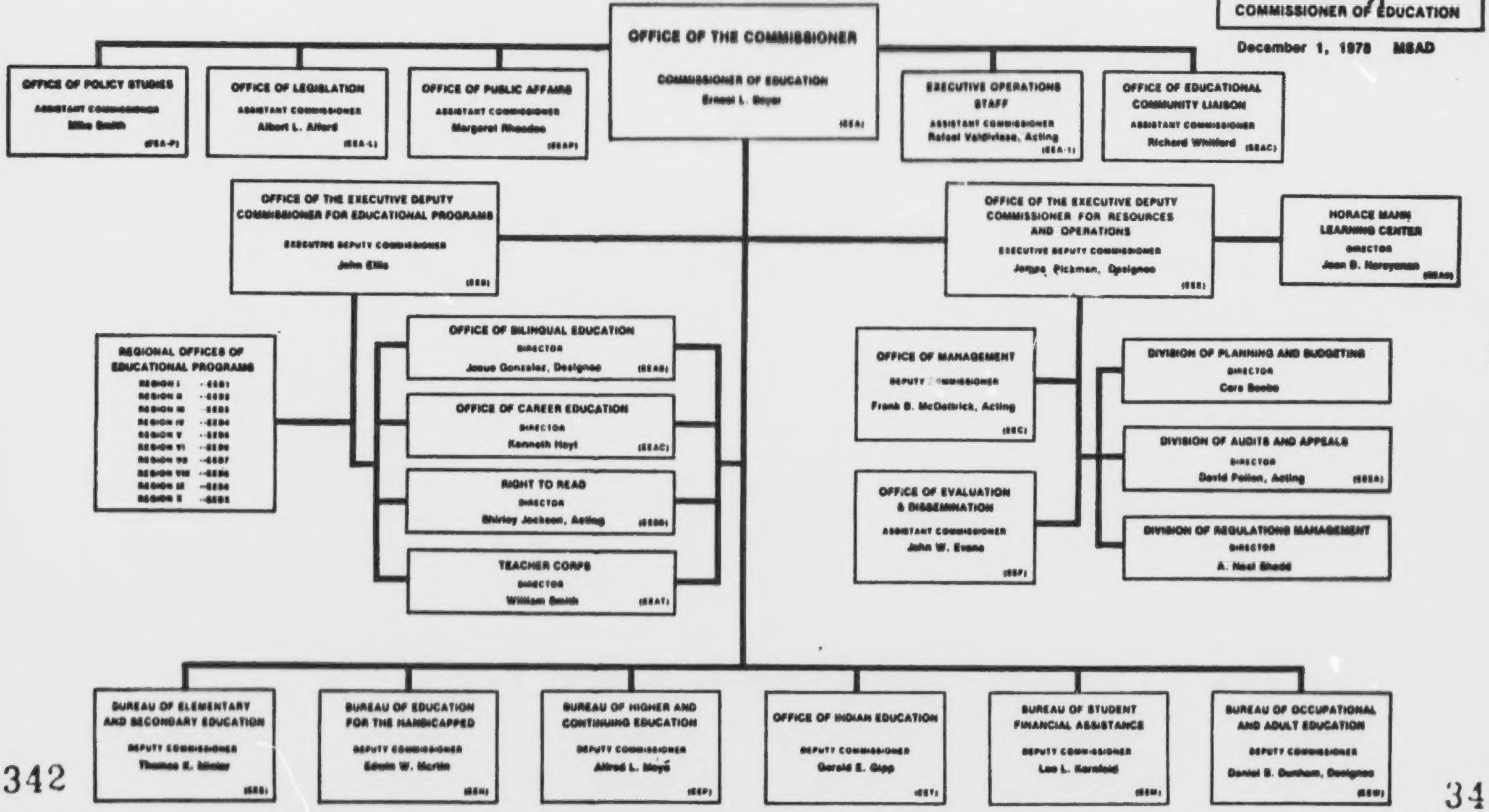
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
EDUCATION DIVISION
OFFICE OF EDUCATION

APPROVED:

Ernest L. Boyer

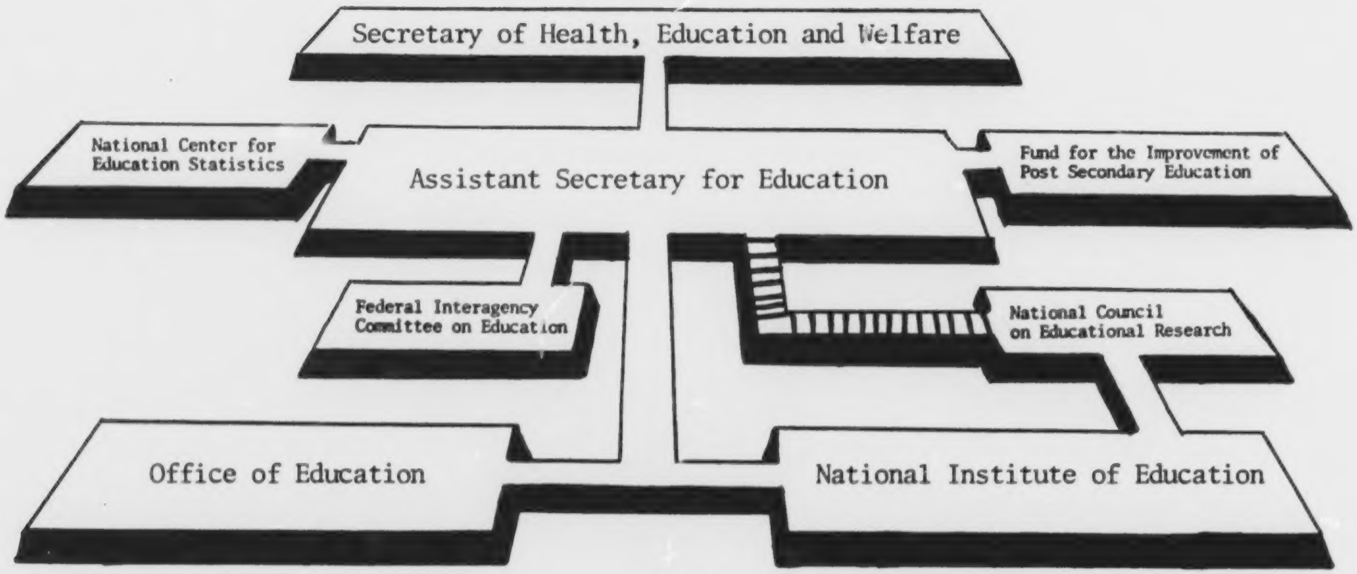
Ernest L. Boyer
COMMISSIONER OF EDUCATION

December 1, 1978 MSAD



BEST COPY AVAILABLE

Education Division



Secretary of Health, Education and Welfare

National Center for Education Statistics

Assistant Secretary for Education

Fund for the Improvement of Post Secondary Education

Federal Interagency Committee on Education

National Council on Educational Research

Office of Education

National Institute of Education

PART I.B.(2): FOUNDATIONS

There is considerable variation among the five types of foundations, which are very important private sources of funds. The five types of foundations are: general purpose, special purpose, community-sponsored, community, and family.

General purpose foundations, which have broad grant giving policies and relatively few restrictions, give away about half of all foundation grants.

Special purpose foundations restrict their grants to a specific area of interest.

Federal law allows companies to contribute 5% of their gross income to charitable and educational causes, but they usually give only 2% through company-sponsored foundations.

Community foundations are typically broad in scope since they receive funds from many local sources. Their funds are distributed within a limited geographic area, according to the donors' instructions.

Although family foundations by far outnumber the other four types of private foundations put together, they contribute only one-fifth of all foundation funds. They are usually set up and controlled by a donor and her/his family, and friends and are distributed according to the donor's personal interest.

-- Utech, 1976

Included in this section are the following:

- A description of and some sample pages from The Foundation Directory.
- A description and listing of the Foundation Center National and Regional Collections.
- Government forms that can give you valuable information on foundations.
- Descriptions of some foundations and their regulations.
- A list of addresses of community foundations in the United States and Canada.
- A Foundation Checklist for Processing Proposals.
- A checklist of "don'ts" for approaching foundations.

The Foundation Directory - 6th Edition - 661 pages

Marianna O. Lewis, Editor - Columbia University Press, 136 South Broadway, Irvington, NY 10535. Price - $36.

What's in The Foundation Directory that makes it so important for the new grant seeker? Let's look at its different parts and find out. The introduction has an explanation of how to use the Directory and a description of the various kinds of foundations, including how they differ and how they operate. So don't just skip over the introduction. Next is the alphabetical listing by state of foundations, giving the name and address, date and location of inforporation of the foundation, then the statement of purpose and activities is given, followed by the financial data (assets, expenditures, and size and number of grants). Next you will find a list of officers and trustees with the person to whom you should direct requests listed separately.

Following this is grant application information, such as whether the initial approach to the foundation should be by letter or full proposal, the application deadline, and when the board meets. Last, the IRS employer identification number is given.

The sixth and latest edition of The Foundation Directory is now out, but because the criteria for inclusion of foundations has changed, you may want to check college and used book stores for a copy of edition four. It may be outdated, but you will find in it many potential funding sources that didn't meet the criterion of having assets of at least $1 million or of awarding grants of $500,000 or more.

--Shakely, 1975

Another source of information on foundations if the Foundation Center Source Book (Vol. I and II, 1975/76, Columbia University Press, New York, NY), which has entries for 227 of the largest foundations. It gives the Foundation Directory entry, the annual report, a list of grants, and a statement of policies, programs and procedures (Krathwohl, 1977).

The Playboy Foundation publishes a free booklet called Network of Change-Oriented Foundations, updated periodically and available from Playboy Foundation, 919 North Michigan Avenue, Chicago, IL 60611.

Check the Foundation Grants Index, in the bimonthly publication Foundation News, P.O. Box 783, Chelsea Station, New York, NY 10011 ($15.00/year) for a cross reference of grants of $5,000 or more reported by some 250 major foundations.

Foundation Center Regional Collections

The Foundation Center now has depository libraries for its regional collections all over the country. A regional is defined as a "collection of Foundation information housed in a public, academic or foundation library which has agreed to cooperate with the Foundation Center" (Katzowitz, 1975). Most of the regional collections are in public libraries.

Some regional collections, unlike the three national collections in New York, Washington, D.C. and Chicago, have annual reports only for foundations in those states, or neighboring states, where the collection is located.

There is at least one microfiche reader in each collection for viewing the 990-AR's which are on aperture and microfiche cards.

At least one librarian is responsible for the maintenance of each collection, for bringing it up-to-date, and for providing reference services to the public.

To use the collections you should be able to formulate your own research questions and be familiar with the collection's contents. Library staff are required to identify the proper resources for you and may provide more service, depending on the library.

THE FOUNDATION CENTER

The Foundation Center makes available factual information on philanthropic foundations through programs of library service, publication, and research. Foundation Center libraries contain all of the Center's standard reference works, recent books and reports on foundations, foundation annual reports on microfiche, and information returns filed by foundations with the Internal Revenue Service. Each collection contains the IRS returns for most foundations located within its state, while several, as indicated below, also cover foundations in adjacent states. A complete set covering all U.S. foundations can be found at the national libraries. Users should telephone individual libraries for a current schedule of hours.

Where to Go for Information on Foundation Funding

Foundation Center National Libraries

The Foundation Center
888 Seventh Avenue
New York, New York 10019

The Foundation Center
1001 Connecticut Avenue, N.W.
Washington, D.C. 20036

Foundation Center Field Offices

The Foundation Center — San Francisco
312 Sutter Street
San Francisco, California 94108

The Foundation Center — Cleveland
Kent H. Smith Library
739 National City Bank Building
629 Euclid Avenue
Cleveland, Ohio 44114

National Cooperating Collection

Donors Forum of Chicago
208 South LaSalle Street
Chicago, Illinois 60604

Regional Cooperating Collections

ALABAMA
Birmingham Public Library
2020 Seventh Avenue, North
Birmingham 35203

Auburn University at Montgomery Library
Montgomery 36117

ALASKA
University of Alaska, Anchorage Library
3211 Providence Drive
Anchorage 99504

ARIZONA
Tucson Public Library
Main Library
200 S. Sixth Avenue
Tucson 85701

ARKANSAS
Westark Community College Library
Grand at Waldron
Fort Smith 72913

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock 72201

CALIFORNIA
Edward L. Doheny Memorial Library
University of Southern California
Los Angeles 90007

San Diego Public Library
820 E Street
San Diego 92101

COLORADO
Denver Public Library
Sociology Division
1357 Broadway
Denver 80203

CONNECTICUT
Hartford Public Library
Reference Department
500 Main Street
Hartford 06103

FLORIDA
Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville 32202

Miami - Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami 33132

GEORGIA
Atlanta Public Library
10 Pryor Street, S.W.
Atlanta 30303
(also covers Alabama, Florida, South Carolina, and Tennessee)

HAWAII
Thomas Hale Hamilton Library
University of Hawaii
Humanities and Social Sciences Division
2550 The Mall
Honolulu 96822

IDAHO
Caldwell Public Library
1010 Dearborn Street
Caldwell 83605

ILLINOIS
Sangamon State University Library
Shepherd Road
Springfield 62708

INDIANA
Indianapolis - Marion County Public Library
40 East St. Clair Street
Indianapolis 46204

IOWA
Des Moines Public Library
100 Locust Street
Des Moines 50309

KANSAS
Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka 66604

KENTUCKY
Louisville Free Public Library
Fourth and York Streets
Louisville 40203

LOUISIANA
New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140

MAINE
University of Southern Maine
Center for Research and Advanced Study
246 Deering Avenue
Portland 04102

MARYLAND
Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore 21201
(also covers District of Columbia)

MASSACHUSETTS
Associated Foundation of Greater Boston
294 Washington Street, Suite 501
Boston 02108

Boston Public Library
Copley Square
Boston 02117

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MICHIGAN

Henry Ford Centennial Library
15301 Michigan Avenue
Dearborn 48126

Purdy Library
Wayne State University
Detroit 48202

Michigan State University Library
Main Library – Reference Department
East Lansing 48824

Grand Rapids Public Library
Sociology and Education Department
Library Plaza
Grand Rapids 49502

MINNESOTA

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis 55401
(also covers North and South Dakota)

MISSISSIPPI

Jackson Metropolitan Library
301 North State Street
Jackson 39201

MISSOURI

Clearinghouse for Midcontinent
Foundations
University of Missouri, Kansas City
School of Education Building
52nd Street and Holmes
Kansas City 64110

Kansas City Public Library
311 East 12th Street
Kansas City 64106
(also covers Kansas)

The Danforth Foundation Library
222 South Central Avenue
St. Louis 63105

Springfield – Greene County Library
397 East Central Street
Springfield 65801

MONTANA

Eastern Montana College Library
Reference Department
Billings 59101

NEBRASKA

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102

NEVADA

Clark County Library
1401 East Flamingo Road
Las Vegas 89109

Washoe County Library
301 South Center Street
Reno 89505

NEW HAMPSHIRE

The New Hampshire Charitable Fund
One South Street
Concord 03301

NEW JERSEY

New Jersey State Library
Reference Section
185 West State Street
Trenton 08625

NEW MEXICO

New Mexico State Library
300 Don Gaspar Street
Santa Fe 87501

NEW YORK

New York State Library
State Education Department
Education Building
Albany 12224

Buffalo and Erie County Public Library
Lafayette Square
Buffalo 14203

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown 11756

Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester 14604

Onondaga County Public Library
335 Montgomery Street
Syracuse 13202

NORTH CAROLINA

North Carolina State Library
109 East Jones Street
Raleigh 27611

NORTH DAKOTA

The Library
North Dakota State University
Fargo 58105

OKLAHOMA

Oklahoma City Community Foundation
1300 North Broadway
Oklahoma City 73103

Tulsa City-County Library System
400 Civic Center
Tulsa 74103

OREGON

Library Association of Portland
Education and Psychology Department
801 S.W. Tenth Avenue
Portland 97205

PENNSYLVANIA

The Free Library of Philadelphia
Logan Square
Philadelphia 19103
(also covers Delaware)

Hillman Library
University of Pittsburgh
Pittsburgh 15213

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence 02903

SOUTH CAROLINA

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia 29211

SOUTH DAKOTA

South Dakota State Library
State Library Building
322 South Fort Street
Pierre 57501

TENNESSEE

Memphis Public Library
1850 Peabody Avenue
Memphis 38104

TEXAS

The Hogg Foundation for Mental Health
The University of Texas
Austin 78712

Dallas Public Library
History and Social Sciences Division
1954 Commerce Street
Dallas 75201
(also covers Arkansas, Louisiana, New Mexico, and Oklahoma)

El Paso Community Foundation
El Paso National Bank Building, Suite 1616
El Paso 79901

Minnie Stevens Piper Foundation
201 North St. Mary's Street
San Antonio 78205

UTAH

Salt Lake City Public Library
Information and Adult Services
209 East Fifth Street
Salt Lake City 84111

VERMONT

State of Vermont Department of Libraries
Reference Services Unit
111 State Street
Montpelier 05602

VIRGINIA

Richmond Public Library
Business, Science, & Technology
Department
101 East Franklin Street
Richmond 23219

WASHINGTON

Seattle Public Library
1000 Fourth Avenue
Seattle 98104

Spokane Public Library
Reference Department
West 906 Main Avenue
Spokane 99201

WEST VIRGINIA

Kanawha County Public Library
123 Capitol Street
Charleston 25301

WISCONSIN

Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee 53233
(also covers Illinois)

WYOMING

Laramie County Community College
Library
1400 East College Drive
Cheyenne 82001

PUERTO RICO

Consumer Education and Service Center
Department of Consumer Affairs
Minillas Central Government
Building North
Santurce 00908
(covers selected foundations)

MEXICO

Biblioteca Benjamin Franklin
Londres 16
Mexico City 6, D.F.
(covers selected foundations)

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FORM 990-AR

In 1969 the government began providing to all private foundations in this country with gross assets of $5,000 or more a form called the 990-AR on which they were required to give an annual report to the public. The best and possibly most convenient place to find 990-ARs is one of the Foundation Center National and regional library collections. Other sources of 990-ARs are the IRS main office in Philadelphia and your state's Attorney General's office. Private foundations are required to make their annual reports available for public inspection, but it may reduce your chances with them to take advantage of this law if they don't want you to know about them.

When you have access to a 990-AR, look on the first page for the foundation's name and address and the name of its principal officer. Next will be given the gifts, grants and contributions received by the foundation for the year, which can give you an idea whether the foundation is constant in size and whether its giving pattern will be the same as in the past.

After the "gifts received" entry is the gross income for that year and a total of gifts and income, the amount the foundation could distribute without using assets.

Below the revenue section the disbursements and expenses are listed. From this figure you find out if the foundation has a paid staff by checking to see if the total dollar figure for all grants comes to the total for disbursements. If the two figures are nearly the same, you can assume there is no paid staff and therefore probably no guidelines for submission of applications, no method for handling proposals and no systematic approach to processing requests for funds.

The difference between expenditures and grants can tell you if the foundation conducts its own projects. A big difference between the two figures may indicate that money not spent on grants was used in studies done under contracts between the foundation and the researchers.

If you compare the revenues with the disbursements and find disbursements much higher, you can assume that the foundation is either expecting a large gift or about to stop operating.

Check the foundation's investment pattern to get an idea of what its priorities are.

The most important thing to look for in the 990-AR is the foundation's list of grants and contributions made or committed for the year. From this list you can find the geographic areas the foundation gives grants to. You can also find out the type of organizations receiving funds from the foundation and compute your own chances from this information. You might also try contacting an agency similar to yours that is listed as a recipient of the foundation. They may be able to give you some helpful hints.

Following is a brief list of the information given in the 990-AR.

The Internal Revenue Service, in section 6056 of the IRS Code, requires private foundations to provide information in 10 general categories:

1. The address of the foundation's principal office and of the location of its books and records.
2. Total contributions and gifts received during the year.
3. Gross income for the year.
4. Annual disbursements (including administrative expenses).
5. Expenses attributable to gross income incurred within the year (broker's fees, bank or trust charges, property management, etc.)
6. The names and addresses of its managers.
7. A list of managers who are also substantial contributors or own 10 percent of a business enterprise in which the foundation has a 10 percent interest.
8. A balance sheet showing assets, liabilities and net worth.
9. An itemized account of all securities and other assets, including both book and market value.
10. All grants made or approved during the year, the name and address of each recipient, the amount and purpose of the grant and the relationship, if any, between any recipient and the foundation's managers or substantial contributors.

--Shakely, 1975

General Purpose Foundation

THE FORD FOUNDATION

About the Foundation

The Ford Foundation is a private philanthropic institution chartered to serve the public welfare. Under the policy guidance of a fifteen-member Board of Trustees, the Foundation works mainly by giving funds for educational, developmental, and experimental efforts designed to produce significant advances on selected problems of national and international importance.

Through 1975, the Foundation has made commitments totaling $4.8 billion for 7,108 institutions and organizations and for individuals. The recipients have been located in all fifty states and in various foreign countries, especially in less-developed areas. Grants in the United States have gone mainly to colleges, universities, local school systems, artistic and cultural groups, research agencies, and national and community voluntary organizations.

Inquiries

Before any detailed formal application is made, a brief letter of inquiry is advisable in order to determine whether the Foundation's present interests and funds permit consideration of a proposal.

Applications

There is no application form. Proposals should set forth:

—Objectives
—Detailed program for pursuing objectives
—Qualifications of persons engaged in the work
—A detailed budget
—Present means of support and status of applications to other funding sources
—Internal Revenue classification

Domestic applications should be sent to the Secretary, Ford Foundation, 320 East 43rd Street, New York, N.Y. 10017.

Applicants in foreign areas where the Foundation has an office should direct proposals to the resident representatives. The Foundation has representatives in Cairo, Arab Republic of Egypt; Dacca, Bangladesh; Rio de Janeiro, Brazil; Bogota, Colombia; New Delhi, India; Jakarta, Indonesia; Nairobi, Kenya; Beirut, Lebanon; Mexico City, Mexico; Lagos, Nigeria; Islamabad, Pakistan; Lima, Peru; Bangkok, Thailand.

Organization

The Foundation's grant-making programs are conducted by seven units:

—Education and Research Division (Higher Education and Research, Public Education)
—International Division (Asia and the Pacific, Latin America and the Caribbean, Middle East and Africa, Population, European and International Affairs)
—National Affairs Division (Government and Law, Social Development, Urban and Metropolitan Development)
—Office of the Arts
—Office of Communications
—Office of Resources and the Environment
—Committee on Public Policy and Social Organization

In addition, an Office of Program-Related Investments considers proposals for the investment of Foundation capital funds directly for social purposes.

Details of the present activities and interests of the Foundation are given in the *Annual Report* and in the pamphlet, *Current Interests*.

Grants to Individuals

Most of the Foundation's grant funds are given to organizations. While the Foundation also makes grants to individuals, such grants are: (a) few in number relative to demand; (b) limited to research, training, and other activities related to the Foundation's program interests; and (c) subject to certain limitations and procedural requirements under the U.S. Internal Revenue Code.

In the main, the Foundation's grants to individuals are awarded either through publicly announced competitions or on the basis of nominations from universities and other nonprofit institutions. In some instances, grants are also awarded to persons who apply directly, or who are nominated by Foundation staff members or by others with relevant professional experience. In all cases, recipients are selected on the basis of the merits of their proposals and their potential contribution to the advancement of the Foundation's program objectives.

The Foundation does not conduct programs of undergraduate scholarships; nor are grants awarded for purely personal needs. Most support for graduate fellowships is funded through grants to universities and other organizations, which are responsible for the selection of recipients.

Limitations

The Foundation's funds permit it to act favorably on only an extremely small proportion of the proposals it receives. In 1975, 855 grants were made against some 20,000 proposals received. Of necessity a great many worthwhile applications are turned down.

Grants are not made for medical projects (except as they affect population problems), programs for which substantial government support is readily available, religious activities as such, routine operating costs of institutions or, except in rare cases, for the construction or maintenance of buildings.

FORD FOUNDATION
320 East 43 Street New York, N.Y. 10017
5/76

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Organization

GOVERNANCE AND POLICIES

The Foundation's philanthropic programs are the joint responsibility of the Board of Trustees, including the president, and of a professional staff. The trustees determine broad policies, set all program and management budgets, and approve objectives and appropriations of funds for all grant-making programs. The professional staff evaluates grant applications, seeks out institutions and individuals who can carry out activities in the Foundation's fields of interest, develops appropriate terms and conditions for prospective grants, and recommends grants for funding under the trustee-approved appropriations.

In general, grants are approved by the president at weekly meetings of the officers, and are subsequently reviewed by the trustees to assure consistency with approved program objectives. Occasionally grants that raise important issues of policy or involve unusually large expenditures are submitted to the trustees for approval.

Activities supported by Foundation grants must be charitable, educational, or scientific under the appropriate provisions of the Internal Revenue Code and Regulations. In addition, grants to individuals are subject to certain other limitations and procedural requirements under the Code; such grants are awarded for the most part either through publicly announced competitions or on the basis of nominations from universities and other nonprofit institutions.

Because its funds are limited in relation to the great number of worthwhile proposals received, the Foundation restricts its grants to activities that are within its current interests and are likely to have wide effect. Thus, grants are not made for routine operating costs of institutions; programs for which substantial government support is readily available; religious activities as such; or, except in rare cases, the construction or maintenance of buildings. Nor does the Foundation conduct programs of undergraduate scholarships or make grants for purely personal needs.

FINANCES

The Foundation's assets ($2.3 billion as of the end of fiscal 1976) are invested principally in a diversified portfolio of listed securities (approximately 75 per cent equities, the remainder in bonds, real estate, and preferred stock). The Foundation annually spends all the income from these investments and an additional sum derived from the sale of a portion of the assets.

When the Foundation became a national organization in 1950, its assets consisted almost entirely of 93 million shares of Ford Motor Company stock, bequeathed to it by the estates of Henry and Edsel Ford. In 1956 the Foundation began selling or otherwise disposing of its Ford stock and investing the proceeds in other securities. By 1974 this process was complete, and the Foundation no longer holds any shares in the company.

From the beginning of the Foundation's large-scale grant-making in 1950, the trustees held to the view that the Foundation's size required it to respond generously to the claims of educational and charitable organizations. The rate of giving relative to income, therefore, has been high, substantially exceeding the minimum required by the Tax Reform Act of 1969 (5 per cent of assets annually).*

Largely because of fluctuating security prices, the Foundation's assets have ranged in value from a high of $4 billion in the mid-1960s to a low of $1.7 billion in 1974. This reduction was occasioned by two major forces—the very high level of Foundation giving over many years and the drastic decline in capital markets in the 1970s. To prevent further erosion of the Foundation's capital base, the trustees decided in 1974 to reduce annual program budgets, which had been at a level of about $200 million a year, to $100 million by 1978 and to effect a comparable cut in staff. The objective of this policy is to sustain the purchasing power of the Foundation's assets at a level of $2 billion in 1974 dollars. The program activities described in the preceding pages reflect this lower level of grant making.

GRANT APPLICATIONS

Individuals and institutions applying for grants should submit proposals setting forth objectives and details of methods for achieving them, the qualifications of the persons involved, and an estimated budget.

There is no printed application form; however, a booklet *Applying for Grants* is available on request. Domestic applications should be sent to the Secretary, Ford Foundation, 320 East 43 Street, New York, N.Y. 10017. Applicants in foreign countries should direct their proposals to the nearest Foundation office (see opposite for locations of overseas offices).

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*The Act also requires private foundations to pay annually a federal excise tax equal to 4 per cent of total net investment income and realized capital gains. For 1977 the Foundation's tax payment is estimated at about $3.5 million.

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Company-Sponsored Foundation

THE HELENA RUBINSTEIN FOUNDATION

The Helena Rubinstein Foundation, named for its founder, is a living tribute to the accomplishments, far-sightedness and generosity of a remarkable woman.

Helena Rubinstein began her cosmetics business at the turn of the century when it was unusual for a woman to pursue a career. The worldwide cosmetics empire she created earned her a reputation as one of the world's most successful businesswomen. She was a prioneer in skin care, a beauty authority, a patron of the arts, an art collector, and a philanthropist.

In 1953 she started the Helena Rubinstein Foundation, its philosophy a reflection of a statement she often made, "My fortune comes from women and should benefit them and their children, to better the quality of life." When she died in 1965 at the age of 94 the Foundation, one of her major beneficiaries, was able to expand the activities she had initiated.

Today it is a broad and varied philanthropy which contributes to a wide range of organizations concerned with education, health, medicine, community services, and the arts. Within these categories the focus remains on the rights and welfare of women and children. The Directors are faithful to this concept, yet responsive to the developing requirements of society. This sensitivity is evidenced by the increasing interest of the Foundation in new and innovative programs.

The following entry on the Rubenstein Foundation is taken from the Foundation Directory.

1831
Rubinstein (Helena) Foundation, Inc.
261 Madison Avenue
New York 10016 (212) 986-0806

Incorporated in 1953 in New York.

Donor(s): Helena Rubinstein Gourielli.†

Purpose and Activities: Grants worldwide in areas of education, community services, the arts, and health and medicine. Focus remains on the rights and welfare of women and children, quality health care and research essential to it, new directions in education and the arts, and the developing role of women in society. No grants to individuals or for building or endowment funds. Report published annually.

Financial Data (yr. ended 5/31/76): Assets, $39,498,684 (M); gifts received, $1,705,262; expenditures, $2,339,689, including $2,003,632 for 270 grants (high: $200,000; low: $500).

Officers: Harold Weill,* President; Oscar Kolin,* Executive Vice-President and Treasurer; Mrs. Diane Corbin, Executive Secretary.

*Directors:** Roy V. Titus, Chairman; Robert S. Friedman, Martin E. Segal.

Write: Mrs. Diane Corbin, Executive Secretary.

Grant Application Information: Grant application guidelines available in annual report; initial approach by letter; submit 1 copy of proposal; no application deadline; board meets 3 times a year.

IRS Employer Identification No.: 136102666

HELENA RUBINSTEIN FOUNDATION, INC.
261 MADISON AVENUE
NEW YORK, N. Y. 10016
(212) 986-0806

POLICY ON GRANT APPLICATIONS AND PROCEDURE

The Helena Rubinstein Foundation makes grants to qualified philanthropic organizations within the general areas of Community Services, Health and Medicine, Education, and The Arts, with emphasis wherever possible on projects which benefit women and children.

Proposals should be addressed to the Executive Secretary and should include: A brief letter clearly setting forth the project and what it may be expected to achieve. A budget delineating how and during what time period funds will be spent. Other possible sources of support, with a statement of funds which have been received or pledged. The most recent audited financial statement. Evidence of suitable classification by the Internal Revenue Service. Supplementary exhibits may be included if desired.

The majority of grant proposals are considered at meetings of the Board of Directors in the Spring and in the Fall, but applications are accepted and considered throughout the year. Applicants should realize that the Foundation can respond favorably to only a limited number of the requests that it receives, either because unlimited needs may exceed the Foundation's limited resources, or because a project does not fall within its program guidelines. It should be understood that a negative response to a proposal in no way reflects on the quality of the proposal or the organization.

The Helena Rubinstein Foundation does not make grants to individuals. When scholarship grants are made to educational institutions, the recipients are selected by the colleges and universities with the stipulation, however, that awards be made on the basis of demonstrated financial need and academic ability.

The Foundation does not support building funds but prefers to give to specific program areas although it does in certain cases give to general operating expenses.

The goal of the Helena Rubinstein Foundation is to achieve optimum results from limited funds and a small staff. Those organizations whose objectives meet the Foundation's grant criteria are contacted for a personal interview and an in-depth review of their needs, and a visit to the prospective grantee when feasible. A complete study of the proposal is then prepared and presented to the Board of Directors.

Grant recipients are required to submit periodic progress reports including a financial accounting of the expenditure of the Foundation's grant, a general statement of the purposes for which the funds were used, and an evaluation of whether the objectives of the grant were achieved.

Community Foundation

While there are many differences among the various community foundations, or trusts, they also have some things in common that may help define them for you. One important similarity is that community trusts are set up by banks serving as the agents of wealthy individuals, and the bank trust officer has great influence in determining who gets the money.

Another similarity among community trusts is the doctrine of cy pres, a legal term meaning the power of variance. When a community foundation incorporates this doctrine into its structure, it has a built-in assurance of being able to change its monetary distribution to fit the present needs of the community.

In order to get public charity status, community foundations must have a governing body that is made up of people representative of the community. This means the governing body must include rich and poor, men and women, and ethnic group representatives.

Most community foundations have a staff, which may be paid by one or more of the trust banks. The staff people frequently have learned their fund-raising skills by being former grant seekers, like you and your organization.

Words such as "endowment," "foundation," "trust," and "fund" are frequently used indiscriminately by philanthropic organizations, but don't be fooled by what an organization calls itself--the important factor is its legal status. It must meet criteria under law to be classified as and to enjoy the benefits of being public charity (Shakely, 1976).

Following is a description of the Cleveland Foundation.

THE CLEVELAND FOUNDATION

The Cleveland Foundation, the first community foundation, was established in 1914 and is still the largest community foundation in America. A community foundation is a group of several smaller funds that have been joined together under a single management with its directors representing the community and the financial institutions (usually banks) that manage the foundation's investments. A distribution committee, which usually has a professional staff to evaluate proposals, is responsible for making grants.

Community foundations divide their funds into two categories: 1) designated funds, which support a predetermined interest or a specific institution and 2) undesignated funds, which are granted according to the decisions of the distribution committee. Except in the case of designated funds, community foundations set specific boundaries for their area of giving, restricting the location to a city's limits or within a given radius of the city.

A combined fund and more than 160 specific funds make up the Cleveland Foundation. The foundation's trustees may redirect the income from its designated funds if they feel it is unnecessary to make further contributions to a specific institution or field of interest.

Most of the Cleveland Foundation's grants go to the Cleveland area, except for a few grants made to national organizations through the special funds.

THE CLEVELAND FOUNDATION
CLEVELAND FOUNDATION RESOURCES
700 NATIONAL CITY BANK BUILDING
CLEVELAND, OHIO 44114
(216) 861-3810

GRANT APPLICATION
BASIC INFORMATION:

Any grant application should include a covering letter outlining purpose, background, amount requested, and time limits. The form of an application is much less important than the content. The application for a first request should consider the following:

(1) Purpose and Definition of a Project:

- Stated purpose.
- Is this a new activity? Has the field been researched to find similar projects? Has a similar project failed? Why?
- How long will the project last? What happens at the end of the funding period? Is the project actually a continuation of a previously supported project?
- What immediate and long-range results are expected?
- Will these results help other organizations?

(2) Background of Request:

- How long has the requesting organization or agency been in existence?
- Is the organization tax exempt? (Attach IRS exemption letter to all funding requests.)
- What other organizations are active in the same or similar activities?
- What are the cooperating organizations, if any?
- Has this project been approved by the proper personnel in the requesting organization? Does it have their full support?
- Is this request in effect competing with other requests from the same organization? If so, what priorities would the organization establish among these requests?
- What is the relationship of this project to the overall program of the requesting organization?

(3) Personnel:

- Who are the trustees and officers of the requesting organization? How, and to what extent, do the trustees participate in the programs of the organization?
- Who are the staff personnel? What are their professional qualifications for doing the proposed work? Will additional staff be required for this project? Are these persons readily available? To whom will they be responsible?

(4) Financial Information:

- What is the current operating budget of the organization?
- What are the sources of current income?
- If funds are granted for the proposed project, what provisions are now being made for financing beyond the grant period if work is to be continued?
- Have requests for financial support of this project been submitted to other foundations? Have requests been submitted to other foundations for other projects? List previous foundation grants.
- What is the anticipated budget for this program? (Include a detailed budget on a separate sheet.) What provisions have been made for independent audit of budget expenditures?

(5) Evaluation:

- Is there professional support for or other evidence of the validity of this project? What has been the performance to date of the requesting organization?
- What provision has been made for objective evaluation of the results, short and long-range?

TDA:lg
Rev. 7/29/76

Community Foundations in the United States and Canada

Source: Council on Foundations

Alabama

The Greater Birmingham Foundation, P.O. Box 9096, Birmingham, AL 35213

California

The San Mateo Foundation, 1204 Burlingame Avenue, Room 10, Burlingame, CA 94010

Community Trust of Santa Clara County, 393 E. Hamilton Avenue, Suite B, Campbell, CA 95008

The Corcoran Community Foundation, P.O. Box 457, Corcoran, CA 93212

The Humboldt Area Foundation, P.O. Box 632, Eureka, CA 95501

Fresno Regional Foundation, 1171 Fulton Mall, Room 1221, Fresno, CA 93721

Glendale Community Foundation, 420 North Brand Boulevard, Suite 614, Glendale, CA 91203

California Community Foundation, 333 South Hope Street, P.O. Box 54303, Terminal Annex, Los Angeles, CA 90054

Monterey Foundation 550 Calle Principal, P.O. Box 1384, Monterey, CA 93940

Novato Civic Foundation, P.O. Box 319, Novato, CA 94947

The East Bay Community Foundation, P.O. Box 688, Oakland, CA 94604

Pasadena Foundation, 16 North Marengo Avenue, Suite 219, Pasadena CA 91101

Riverside Foundation, 4333 Orange Street, Suite 20, Riverside, CA 92501

San Diego Community Foundation, P.O. Box 2671, San Diego CA 92112

The San Francisco Foundation, 425 California Street, San Francisco, CA 94104

Santa Barbara Foundation, 11 East Carrillo Street, Santa Barbara, CA 93101

Santa Rosa Foundation, c/o Wells Fargo Bank, P.O. Box 850, Santa Rosa, CA 95402

Canada

Calgary & District Foundation, 1210 205 Fifth Avenue, S.W., Box 9114, Calgary, Alberta, Canada T2P 2W4

Community Foundation of Ottawa & District, c/o Mr. John J. Harrington, United Appeal of Ottawa Carleton, 85 Plymouth Street, Ottawa, Ontario Canada K1S 3E2

The Regina Community Foundation, 1820 Albert Street, Suite 401, Regina, Saskatchewan, Canada S4P 2S8

Vancouver Foundation, 1177 West Hastings Street, Suite 2211 A, Vancouver, B.C., Canada V6E 2K3

The Victoria Foundation, 877 Island Road, Victoria, B.C., Canada V8S 2V1

The Winnipeg Foundation, 800 Mercantile Bank Building, 305 Broadway, Winnipeg, Manitoba, Canada R3C 0R9

Colorado

Colorado Springs Community Trust Fund, P.O. Box 2168, Colorado Springs, CO 80901

The Denver Foundation, 209 Sixteenth Street, Suite 428, Denver, CO 80202

The Greater Englewood Foundation, Inc., 3200 South Franklin, Englewood, CO 80110

Mesa County Foundation, Inc., c/o Helman Younge & Hockensmith & Zollner, P.O. Box 688, Grand Junction, CO 81501

Connecticut

The Bridgeport Area Foundation, Inc., 955 Main Street, Room 508, Bridgeport, CT 06603

The Greenwich Foundation for Community Gifts, One Lafayette Place, Greenwich, CT 06830

The Meriden Foundation, 14 West Main Street, P.O. Box 951, Meriden, CT 064[illegible]

New Britain Foundation for Public Giving, P.O. Box 102, New Britain, CT 06050

The New Haven Foundation, 1 State Street, New Haven, CT 06510

The Stamford Foundation, c/o Fairfield County Trust Company, 300 Main Street, P.O. Box 1297, Stamford, CT 06903

The Torrington Area Foundation for Public Giving, c/o Hartford National Bank & Trust Co., Trust Department, 336 Prospect Street, Torrington, CT 06790

The Waterbury Foundation, c/o The Colonial Bank & Trust Company, Trust Department, P.O. Box 252, Waterbury, CT 06702

The Hartford Foundation for Public Giving, 45 South Main Street, West Hartford, CT 06107

The Greater Norwalk Community Foundation, Inc., 10 Westport Road, Wilton, CT 06897

Delaware

The Delaware Foundation, c/o The Bank of Delaware, 300 Delaware Avenue, Wilmington, DE 19899

District of Columbia

The Community Foundation of Greater Washington, Inc., 4508 Hoban Road, N.W., Washington, DC 20007

Florida

Pinellas County Community Foundation, 1253 Park Street, Clearwater, FL 33516

Dade Foundation, 955 S.W. 2nd Avenue, P.O. Box 010790, Miami, FL 33101

Palm Beach County Community Foundation, 411 South County Road, Palm Beach, FL 33480

The Community Foundation of Sarasota, c/o Southeast Banks Trust Company, N.A., P.O. Box 267, Sarasota, FL 33578

Winter Park Community Trust Fund, c/o First National Bank at Winter Park, P.O. Box 1000, Winter Park, FL 32789

Georgia

Savannah Foundation, Inc., 428 Bull Street, P.O. Box 9119, Savannah, GA 31402

Metropolitan Foundation of Atlanta, 1311 Healey Building, P.O. Box 1357, Atlanta, GA 30301

Metropolitan Augusta Foundation, P.O. Box 36, Augusta, GA 30903

Hawaii

Hana Maui Trust, P.O. Box 98, Hana, HI 96713

The Hawaiian Foundation, c/o Hawaiian Trust Company Ltd., P.O. Box 3170, Honolulu, HI 96802

Illinois

The Alton Foundation, 620 East Broadway, Alton, IL 62002

The Arcola Foundation, c/o The First National Bank of Arcola, Arcola, IL 61910

The Aurora Foundation, 32 Water Street, Aurora, IL 60507

The Centralia Foundation, c/o Old National Bank 20th Street, Rock Island, IL 61201

Community Foundation of Champaign County, Inc., 80[illegible] West Church Street, Champaign, IL 61820

The Chicago Community Trust, 208 South La Salle Street, Suite 850, Chicago, IL 60604

The Moline Foundation, c/o Moline National Bank, 506 15th Street, Moline, IL 61265

Oak Park-River Forest Community Foundation, c/o Oak Park Trust & Savings Bank, 1044 Lake Street, Oak Park, IL 60301

Rockford Community Trust, c/o The First National Bank & Trust Company, 401 East State Street, Rockford, IL 61101

The Rock Island Community Foundation, 211 20th Street, Rock Island, IL 61201

Sterling-Rock Falls Community Trust, c/o The Central National Bank of Sterling, 302 First Avenue, Sterling, IL 61081

Indiana

The Portland Foundation, 1329 South Meridian Street, P.O. Box [illegible], Portland, IN 47371

Sullivan County Foundation, 110 South Main Street, Sullivan, IN 47882

The Wells County Foundation, Inc., 807 Riverview Drive, Bluffton, Indiana 46714

The Brookville Foundation, 511 Main Street, P.O. Box 192, Brookville, IN 46714

Fort Wayne Foundation, Inc., 215 W. Washington Boulevard, Fort Wayne, IN 46802

The Greencastle Foundation, c/o First Citizens Bank & Trust Company, Greencastle, IN 46135

The Indianapolis Foundation, 615 N. Alabama Street, Room 119, Indianapolis, IN 46204

The North Manchester Community Foundation, Inc., 2.1 Grandview Court, North Manchester, IN 46962

Kosciusko County Foundation, 1610 East Center Street, Box 777, Warsaw, IN 46580

Iowa

Davenport Area Foundation, 409 Putnam Building, Davenport, IA 52801

The Community Welfare Foundation of Cedar Rapids, Iowa, 500 Merchants National Bank Building, P.O. Box 2107, Cedar Rapids, IA 52406

Waterloo Civic Foundation, 471 Sunrise Boulevard, Waterloo, IA 50701

Waverly Community Foundation, c/o State Bank of Waverly, Waverly, IA 50677

Kansas

The McPherson Community Foundation, 901 Main Street, McPherson, KS 67460

Salina-Charities Foundation, Inc., c/o First National Bank & Trust Company, 101 North Santa Fe, Salina, KS 67401

Kentucky

Blue Grass Foundation, Inc., 2020 Nicholasville Road, Lexington, KY 40503

Lexington-Fayette County Foundation, Inc., Citizens Bank Square, Suite 4 A, Lexington, KY 40507

The Owensboro-Daviess County Community Foundation, 1619 Frederica Street, Owensboro, KY 42301

Louisiana

Baton Rouge Area Foundation, P.O. Box 66375, Baton Rouge, LA 70806

Shreveport-Bossier Foundation, P.O. Box 1106 Shreveport, LA 71156

Maine

The North Haven Foundation, 10 School Street, P.O. Box 425, North Haven, ME 04853

Maine Charity Foundation, c/o Maine National Bank, P.O. Box 3555, Portland, ME 04104

Maryland

The Community Foundation of Greater Baltimore Area, Inc., One Charles Center, Suite 1110, Baltimore, MD 21201

Massachusetts

Attleboro Foundation, c/o Attleboro Trust Company, P.O. Box [illegible], Attleboro, MA 02730

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Committee of the Permanent Charity Fund, Inc., One Boston Place, Room 3005, Boston, MA 02106

Cornerstone Charitable Foundation, c/o New England Merchants National Bank, 28 State Street, P.O. Box 2197, Boston, MA 02107

Old Colony Charitable Foundation, c/o The First National Bank of Boston, 100 Federal Street, Boston, MA 02110

Committee of the Brockton Charitable Fund, Inc., c/o First County National Bank, 90 Main Street, Brockton, MA 02403

The Cambridge Foundation, 99 Bishop Richard Allen Drive, Cambridge, MA 02139

Dover Foundation, Inc., P.O. Box 69, Dover, MA 02030

Greater Fall River Foundation, Inc., 687 High Street, Fall River, MA 02722

Greater Worcester Community Foundation, 237 Chandler Street, Worcester, MA 01609

Michigan

The Adrian Foundation, 2711 E. Maumee Street, Adrian, MI 49221

Allegan Foundation, P.O. Box 15, Allegan, MI 49010

The Ann Arbor Area Foundation, 2301 Platt Road, Ann Arbor, MI 48104

Greater Battle Creek Foundation, 512 Michigan National Bank Building, Battle Creek, MI 49014

Berrien Community Foundation, Inc., P.O. Box 68, Benton Harbor, MI 49022

The Colon Foundation, 108 W. State Street, Colon, MI 49040

Detroit Community Trust, c/o Detroit Bank & Trust Company, 211 West Fort Street, Detroit, MI 48231

Oakland County Community Trust, c/o Detroit Bank & Trust Company, 211 West Fort Street, Detroit, MI 48226

The Flint Public Trust, 1010 Genesee Bank Bldg., Flint, MI 48502

The Fremont Area Foundation, 204 West Main Street, Fremont, MI 49412

Grand Haven Area Community Foundation, Inc., Security First Bank Building, Suite 202, Grand Haven, MI 49417

Grand Rapids Foundation, 300-C Waters Bldg., Grand Rapids, MI 49502

The Greater Holland Community Foundation, Inc., 196 River Avenue, Holland, MI 49423

The Jackson Foundation, 505 Wildwood Avenue, Jackson, MI 49201

Kalamazoo Foundation, 332 ISB Building, 151 South Rose Street, Kalamazoo, MI 49006

The Greater Lansing Foundation, c/o American Bank & Trust Company, Trust Department, P.O. Box 300, Lansing, MI 48902

Midland Community Foundation, P.O. Box 289, Midland, MI 48640

Muskegon County Community Foundation, 313 W. Webster Avenue, Room 100, Muskegon, MI 49440

Leelanau Township Foundation, Inc., Northport, MI 49670

The Pontiac Foundation, 33 West Huron Street, Pontiac, MI 48058

Port Huron District Foundation, Inc., P.O. Box 285, Port Huron, MI 48060

Traverse Area Foundation, Inc., 407 National Bank Building, Traverse City, MI 49684

Vicksburg Foundation, 336 West Washington Street, Vicksburg, MI 49097

Minnesota

Duluth Community Trust, c/o Northern City National Bank, 306 West Superior Street, Duluth, MN 55801

The Minneapolis Foundation, 400 Foshay Tower, 821 Marquette Avenue, Minneapolis, MN 55402

The Rochester Foundation, 247 First National Bank Building, 201 South First Avenue, Rochester, MN 55901

Saint Paul Foundation, 355 Washington Street, Room 305, St. Paul, MN 55102

Missouri

St. Louis Community Trust, 7733 Forsyth Boulevard, Suite 1854, St. Louis, MO 63105

Nebraska

Merrick Foundation, Inc., 1615 17th Avenue, Central City, NE 68826

The Lincoln Foundation, Inc., 215 Centennial Mall South, Lincoln, NE 68508

New Hampshire

New Hampshire Charitable Fund, 1 South Street Concord, NH 03301

The Randolph Foundation, Randolph, NH 03571

New Jersey

South Jersey Foundation, c/o Burlington County Trust Company, Trust Department, 91 East Main Street, Morrestown, NJ 08057

The Plainfield Foundation, 202 Park Avenue, Plainfield, NJ 07060

Trenton Community Foundation, 19 Chancery Lane, Trenton, NJ 08618

New York

Mohawk-Hudson Community Foundation, Inc., 877 Madison Avenue, Albany, NY 12208

The Buffalo Foundation, 812 Genesee Bldg., Buffalo, NY 14202

Corning Community Foundation, Inc., c/o Lincoln First Bank of Rochester, 2 East Market Street, Corning, NY 14830

Greater Endicott Area Foundation, 512 Overlook Terrace, Endicott, NY 13760

Glens Falls Foundation, c/o First National Bank of Glens Falls, 239 Glen Street, P.O. Box 311, Glens Falls, NY 12801

The Tompkins County Foundation, Inc., 415 Hanshaw Road, Ithaca, NY 14850

Lyndonville Area Foundation, Inc., South Main Street, P.O. Box 1, Lyndonville, NY 14098

New York Community Trust & Community Funds, Inc., 415 Madison Avenue, New York, NY 10017

Poughkeepsie Area Fund, Inc., 35 Market Street, Poughkeepsie, NY 12601

Rochester Area Foundation, 315 Alexander Street, Room 205, Rochester, NY 14604

Scarsdale Foundation, 4 Richbell Road, Scarsdale, NY 10583

The Schenectady Foundation, P.O. Box 1020, Schenectady, NY 12301

Central New York Community Foundation, 423 West Onondaga Street, Syracuse, NY 13202

The Community Foundation of Unadilla, New York, Inc., 98 Main Street, Unadilla, NY 13849

Utica Foundation, Inc., 233 Genesee Street, Utica, NY 13501

The Watertown Foundation, Inc., 600 Woolworth Building, Watertown, NY 13601

North Carolina

Greater Charlotte Foundation, Inc., 301 South Brevard Street, Charlotte, NC 28202

Durham Foundation, Inc., c/o Centralia Carolina Bank & Trust Company, Trust Department, P.O. Box 931, Durham, NC 27702

Elizabeth City Foundation, P.O. Box 14, Elizabeth City, NC 27909

Hickory Community Foundation, Inc., P.O. Box 350, Hickory, NC 28601

Landis Community Foundation, Inc., 213 East Garden Street, Landis, NC 28088

Rocky Mount Foundation, 150 Howard Street, Rocky Mount, NC 27801

Salisbury Community Foundation, Inc., c/o Security Bank & Trust Company, P.O. Box 1327, Salisbury, NC 28144

Thomasville Community Foundation, Inc., c/o Wachovia Bank & Trust Company, 10 Salem Street, Thomasville, NC 27360

The Polk County Community Foundation, Inc., 165 Wilderness Road, P.O. Box 1123, Tryon, NC 28782

The Winston-Salem Foundation, 2230 Wachovia Building, Winston-Salem, NC 27101

Ohio

Akron Community Trusts, 1 Cascade Plaza, Akrgon, OH 44308

The Ashtabula Foundation, Inc., P.O. Box 695, Ashtabula, OH 44004

Bryan Area Foundation, P.O. Box 651, Bryan, OH 43506

Canton Welfare Federation Community Memorial Trust, c/o Canton Welfare Federation 618 Second Street, N.W., Canton, OH 44703

The Stark County Foundation, 618 Second Street, N.W., Canton, OH 44703

Mercer County Civic Foundation, P.O. Box 145, Celina, OH 45822

The Greater Cincinnati Foundation, 812 Gas & Electric Bldg., Fourth & Main Streets, Cincinnati, OH 45202

The Cleveland Foundation, 700 National City Bank Building, Cleveland, OH 44114

The Columbus Foundation, 17 South High Street Suite 707, Columbus, OH 43215
OH 44902

The Dayton Foundation, 110 East Second Street, Dayton, OH 45402

Galion Community Foundation, 312 E. Payne Avenue, Galion, OH 44833

Hamilton Community Foundation, Inc., 323 North Third Street, Hamilton, OH 45011

St. Clair Foundation, Lewisburg, OH 45338

The Lorain Foundation, c/o Lorain National Bank, 457 Broadway, Lorain, OH 44052

Richland County Foundation of Mansfield, Ohio, 38 South Park Street, Room 106, Mansfield, Ohio 44902

The Marietta Community Foundation, c/o the People's Banking & Trust Company, P.O. Box 666, Marietta, OH 45750

The Mount Vernon Community Trust, 109 Catherine Street, Mount Vernon, OH 43050

Licking County Foundation for Public Giving, 36 North Second Street, Newark, OH 43055

Lake County Foundation, 50 Liberty Street, Ext., Painesville, OH 44077

Scioto County Area Foundation, 48 National Bank Building, Portsmouth, OH 45662

Salem Community Foundation, Inc., P.O. Box 483, Salem, OH 44460

The Sidney Community Foundation, c/o Garmhausen, Kerrigan & Elsass, Ohio Bldg., Sidney, OH 45365

The Springfield Foundation, 35 South Spring Street, Lagonda Club Bldg., Springfield, OH 45502

The Toledo Community Foundation, Community Services Bldg., #1 Stranahan Square, Room 141, Toledo, OH 43604

The Tipp City Foundation, c/o The First National Bank & Trust Company, 910 W. Main Street, Troy, OH 45373

The Troy Foundation, c/o The First National Bank & Trust Co., 910 West Main Street, Troy, OH 45373

The Van Wert County Foundation, 101½ East Main Street, Van Wert, OH 45891

Youngstown Foundation, P.O. Box 450, Youngstown, OH 44501

The Fayette County Charitable Foundation, 604 S. Fayette Street, Washington Court House, OH 43106

Oklahoma

Muskogee County Community Action Foundation, Inc., P.O. Box 1483, Muskogee, OK 74401

Oklahoma City Community Foundation, Inc., 1300 North Broadway, Oklahoma City, OK 73103

The Tulsa Foundation, c/o First National Bank & Trust Company of Tulsa, P.O. Box 1, Tulsa, OK 74102

Oregon

The Benton County Foundation, P.O. Box 911, Corvallis, OR 97330

The Pendleton Foundation Trust, P.O. Box 218, Pendleton, OR 97801

The Oregon Community Foundation, 319 Yeon Bldg., Portland, OR 97204

Salem Foundation, c/o Pioneer Trust Company, 109 Commercial Street, N.E., Salem, OR 97301

Pennsylvania

Ashland Trusts, 702 Centre Street, Ashland, PA 17921

Emporium Foundation, Inc., P.O. Box 31, Emporium, PA 15834

The Erie Community Foundation, P.O. Box 1818, Erie, PA 16507

Foundation, Inc., P.O. Box 1483, Muskogee, OK
Street, Grove City, PA 16127

The Greensburg Foundation, 18 East Pittsburgh Street, Greensburg, PA 15601

The Grove City Foundation, 209 West Pine Street, Grove City, PA 16127

The Harrisburg Foundation, P.O. Box 1010, Harrisburg, PA 17108

Central Montgomery County Foundation, 114 East DeKalb Pike, P.O. Box 534, King of Prussia, PA 19406

The Lancaster County Foundation, 30 West Orange Street, Lancaster, PA 17604

The Philadelphia Foundation, Two Girard Plaza, Suite 1502, Philadelphia, PA 19102

The Pittsburgh Foundation, 301 Fifth Avenue, Suite 1417, Pittsburgh, PA 15222

The Warren Foundation, P.O. Box 69, Warren, PA 16365

The Williamsport Foundation, c/o Northern Central Bank & Trust Company, 102 West Fourth Street, P.O. Box 810, Williamsport, PA 17701

York Foundation, 140 East Market Street, P.O. Box 2026, York, PA 17401

The Altoona Foundation, 1206 11th Avenue, Altoona, PA 16603

Bethlehem Area Foundation, 508 Main Street, Bethlehem, PA 18018

The Scranton Area Foundation, P.O. Box 937,

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Scranton, PA 18501

Rhode Island

The Rhode Island Foundation, 15 Westminster Street, Providence, RI 02903

South Carolina

Anderson Community Foundation, Inc., 107 North Main Street, P.O. Box 649, Anderson, SC 29621
The Greenville County Foundation, P.O. Box 2145, Greenville, SC 29602
The Spartanburg County Foundation, 424 Montgomery Bldg., Spartanburg, SC 29301

Tennessee

Community Foundation of Greater Chattanooga, Inc., 1033 Volunteer Bldg., Chattanooga, TN 37402
Community Improvement Foundation of East Tennessee, 1212 Pierce Parkway, Suite 101-A, Knoxville, TN 37921
Memphis-Plough Community Foundation, First National Bank Building, Suite 1521, Memphis, TN 38103

Texas

Amarillo Area Foundation, Inc., 1001 Fisk Bldg., Amarillo, TX 79101
Navarro Community Foundation, 531 First National Bank Building, P.O. Box 1035, Corsicana, TX 75110
Dallas Community Chest Trust Fund, Fred M. Lange Center, 4605 Live Oak Street, Dallas, TX 75204
Dallas Foundation, 3300 Republic Bank Tower, Dallas, TX 75201
Gray-Pampa Foundation, Inc., 120 West Kingsmill Street, Pampa, TX 79065
San Antonio Area Foundation, 201 North St. Mary's Street, San Antonio, Texas 78205
Waco Perpetual Growth Foundation, 1801 Austin Avenue, Waco, TX 76701
Waxahachie Foundation, Inc., 200 Overhill Drive, Waxahachie, TX 75165

Vermont

Vermont Charitable Foundation, RFD Box 57, Waitsfield, VT 05673

Virginia

Norfolk Foundation, 406 Royster Bldg., Norfolk, VA 23510
The Portsmouth Community Trust, 2115 High Street, P.O. Box 668, Portsmouth, VA 23705
The Greater Richmond Community Foundation, 809-B Mutual Bldg., 9th and Main Streets, Richmond, VA 23219
The Richmond Foundation, c/o The Virginia Trust Company, 821 East Main Street, Richmond, VA 23214

Washington

Foundation for Enumclaw Community, Inc., 24524 S.E. 448th, Enumclaw, WA 98022
The Seattle Foundation, 1425 4th Avenue, Joshua Green Bldg., Room 520, Seattle WA 98101
Greater Spokane Community Foundation, 1006 Old National Bank Bldg., Spokane, WA 99201
Stanwood-Camano Area Foundation, 642 Broadway, P.O. Box 558, Stanwood, WA 98292

West Virginia

The Greater Kanawha Valley Foundation, P.O. Box 3041, Charleston, WV 25331
Parkersburg Community Foundation, 16 Citizens Bank Building, P.O. Box 1762, Parkersburg, WV 26101

Wisconsin

The Ashland Foundation, 100 Second Street, West, Ashland, WI 54806
Beloit Foundation, Inc., 423 Bluff Street, Beloit, WI 53511
Cambridge Foundation, Main Street, Cambridge, WI 53523
Kenosha Foundation, c/o The First National Bank of Kenosha, P.O. Box 280, Kenosha, WI 53141
La Crosse Foundation, c/o La Crosse Trust Company, 311 Main Street, La Crosse, WI 54601
Madison Community Trust Fund, c/o First National Bank of Madison, 1 South Pinckney Street, Box 1271, Madison, WI 53701
Fort Atkinson Community Foundation, c/o Godfrey & Kahn, 780 North Water Street, Milwaukee, WI 53202
The Milwaukee Foundation, 161 West Wisconsin Avenue, Suite 5146, Milwaukee, WI 53203
Oshkosh Foundation, c/o First Wisconsin National Bank of Oshkosh, 111 North Main Street, Oshkosh, WI 54901

FOUNDATION CHECKLIST FOR PROCESSING PROPOSALS

This outline reflects the concerns and procedures of many foundations when they consider grant requests. It was prepared for a panel at this year's Council on Foundations Conference. Comments or questions can be addressed to Sophia Gorham, Consultant, Dyer-Ives Foundation, 200 G Waters Building, Cedar Rapids, MI 49502.

Initial Screening

1. Determine relationship of request to foundation's policy and program focus.
2. Evaluate size of request in relation to foundation's annual giving level.
3. Determine eligibility.
   a. Applicant's tax status (IRS determination letter should be enclosed); cross-check with Cumulative List of Tax Exempt Organizations published by the Internal Revenue Service.
4. Decision:
   a. Proceed -- prepare project folder.
   b. Reject -- notify applicant.

Review

1. Secure detailed financial information showing sources of all funds.
2. Consult with attorney, if necessary, to determine applicant's tax status.
   a. Will the foundation be required to exercise expenditure responsibility?
   b. What will be the implications of a grant upon donee's future tax status?
3. Evaluate the utility and promise of project, using outside consultants if necessary.
4. Is an appropriate evaluation plan included, one which relates directly to the stated measurable objectives of the program?
5. Judge the project timetable and cost estimates for realism and economy.
6. Analyze funding plan: potential for funding elsewhere? Joint funding with other foundations? With government? What is the likelihood of continuation funding from other sources, if project is meant to be on-going?
7. Talk with applicant and principals of project.
8. Consider applicant's ability to successfully execute project, including qualifications of key personnel.
9. Make a site visit where possible.
10. Does project unnecessarily duplicate efforts of other organizations and/or individuals?
11. Decision:
    a. Hold for further study.
    b. Recommend to Board that proposal be approved or rejected.

Preparation of Proposal for Board Action

1. Develop summary of proposal for distribution to Directors in advance of Board meeting, noting results of review above. Confine to one sheet, describing program, budget, objectives, requested amount and recommendations.

Board Action

1. Discussion in light of knowledge, experience and interests of Directors and of foundation's policy and program focus.
2. Action
    - a. Approval or rejections.
    - b. Approval with conditions.
    - c. Held for further study.

Notification

1. Add to project folder the approval or rejection by Board.
2. Notify applicant by telephone of Board action.
3. If request has been approved:
    - a. Notify fiscal agent.
    - b. Notify grantee by letter setting forth:
        1. Clear statement of grant and purpose.
        2. Length of time covered.
        3. Outline of items funded, if applicable.
        4. Agreement of schedule of payments; ask for notification if grantee proposes changes.
        5. Special conditions, if any.
        6. Spell out reporting requirements; will final payment be withheld until receipt of final report?
        7. Enclose statement about requirements under law, so foundation will have assurance program will not violate 1969 tax law and IRS regulations.
        8. Request grantee acknowledgement letter.
        9. Request grantee to release information about grant to appropriate media; offer assistance if needed.
    - c. File grantee acknowledgement letter.
    - d. Transmit payments as per schedule.

Follow-Up

1. Possible site visit.
2. Review of progress reports.
3. Possible additional publicity.
4. Review of final narrative report and/or project evaluation.
5. Review of disbursement reports and comparisons with original report.
6. Request return of unencumbered balances upon termination of grant.

Reporting

1. Include project in Annual Report published by the foundation and made available to the public.
2. Review reports and evaluations of project with Directors. Summarize; interested Directors may wish to see complete report.
3. Respond to inquiries and exchange information with Council on Foundations, Foundation Center and professional societies.
4. File requested reports with IRS.

Closing File

1. Make certain that project folder contains all correspondence, reports and data required by the foundation and by IRS.
2. File.

--Gorham, 1975

"What NOT To Do When Approaching Foundations!"

1. Don't send out tens or hundreds of duplicated proposals to foundations.
2. Don't assume because you see one foundation give a grant to a project similar to yours that the foundation will be interested in your project. Review the foundation's total record of giving and current policies.
3. Don't develop a project which departs from your organization's goals and direction simply to take advantage of special grant programs. Such attempts are usually transparent.
4. Don't submit a government grant application to a foundation.
5. Don't ask a foundation to replace public monies no longer in your budget.
6. Don't pad your budget with frills; don't underestimate your real costs. Be realistic.
7. Don't assume foundations have unlimited money for any type of project.
8. Don't fail to mention past grants which you have received.
9. Don't discuss only one project at a foundation interview; seek the foundation's reaction to many possible projects.
10. Don't ask for general operating support if you can help it. Redefine your budget in terms of specific project areas.
11. Don't expect a foundation to support your project for more than a few years.
12. Don't forget to thank a foundation for its support; give the donor some credit for the project's success.
13. Don't make a desperation appeal to a foundation. Most foundations are unwilling to support an appeal that says, "If you don't fund us now, we'll be dead!"
14. Don't neglect details of a proposal. It should be complete, neat, in proper business format and free from all typographical errors.
15. Don't think of a foundation as a nameless, faceless money machine. Each foundation is composed of men and women with unique personalities. Build rapport with the people involved.

--Adapted from Understanding Grant-Making Foundations: A Learning Package for Self-Study, 1976

PART I.B.(3): CORPORATIONS

Corporate philanthropic activity is primarily determined by the current financial situation of the corporation. A year of high profits can result in an all-out involvement in a particular cause. A poor year will probably cause a drastic decline in philanthropic activity. Because of this year-to-year inconsistency, a published guide to corporate funding isn't readily available.

Corporations tend to contribute to health and welfare projects, and are becoming increasingly interested in minorities and the arts.

Since few corporations hire grant reviewers or have specific guidelines, your best approach is to make personal contacts with the company's directors and convince them that your project can benefit their company or its employees.

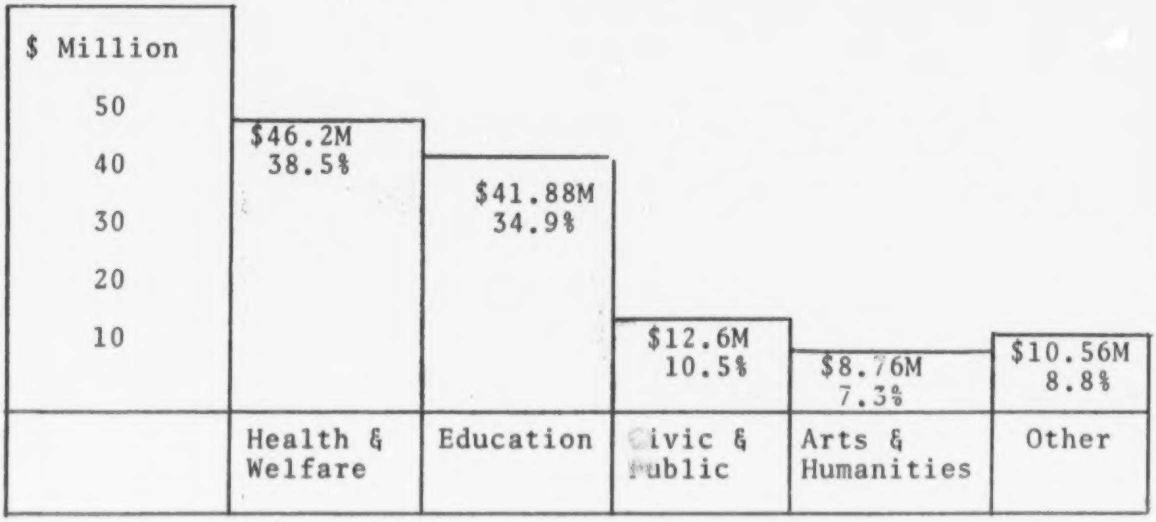
Many corporations supply volunteer services and assistance as well as money. They may also contribute equipment or match gifts made by employees.

This section includes the following:

- A chart showing where corporations spend their money.
- A list of sources for information about corporations.
- A corporation's evaluation list for consideration when applying for a grant.

Where Corporations Spend Their Money

Total - $ 1.2 Billion
4.5% Total Giving



--Adapted from Giving USA, 1976

WHERE TO FIND INFORMATION ABOUT CORPORATIONS:

Forbes (Market "500")

Fortune ("Double 500 Directory")

Standard and Poor's Register of Corporations, Directors, and Executives

Dun and Bradstreet's Million Dollar Directory and Directory of Corporate Managements

Local Newspapers

Chamber of Commerce

The following evaluation list used by one large corporation indicates some of the things corporations expect their grants to "buy." You should conisder these questions when applying to corporations fur funding.

1) Will the donation benefit the company* directly or indirectly?

2) Will the request lead to similar requests in the future?

3) What is the chief objective of the soliciting organization?*

4) Does the organization have widespread acceptance and support?

5) Is the soliciting organization efficiently and honestly managed?

6) What is the ratio of administrative expenses to funds raised and dispersed?

7) Is the request consistent with the company's place in the community?

8) Who are the people heading the organization asking for support?

9) Does that organization tend to duplicate, overlap, or neutralize the efforts of other organizations the company funds?

10) Will the program of the organization solve or help solve the problem?

* Company refers to the corporation giving the money. Organization refers to the group asking for money.

--Conrad, 1976

PART I.C: GAINING A TAX EXEMPTION

It may be to your organization's benefit to become established as a tax-exempt non-profit corporation eligible to receive charitable gifts.

Following is an article describing how to gain a tax exemption.

Gaining a Tax Exemption

Setting up a non-profit corporation which is tax-exempt and eligible to receive charitable gifts is one of the most complicated and boring tasks you will encounter. It is also frustrating because until you have completed the entire process (which takes anywhere from 3 months to over a year) you are going to have trouble finding funds. See discussion on "conduits").

To begin with, there are actually three sets of criteria you have to meet in order to complete the process:

1. You have to apply for (and receive) a state non-profit corporation charter;
2. you have to apply for (and receive) a tax-exemption from the U.S. Internal Revenue Service under section 501(c)(3) of the IRS code;
3. and in a step closely related to step 2. you have to prove (or project) that you are (going to be) a publicly supported organization, which means that more than one-third of your income must come from the public, either through foundation grants, ticket sales, etc. etc.

To clarify these steps, look to them this way:

In 1, you are going to get permission from the state to exist as a non-profit corporation.

In 2, you are going to tell the IRS that your activities are either charitable, scientific, religious, literary, educational, oriented to testing for public safety or intended to prevent cruelty to children or animals.

In step 3, you are going to tell the IRS basically where you are going to get the money to perform the activities outlined in step 2.

The very first thing you should do is to write to the national headquarters or Regional Director of the IRS to ask for a free copy of publication #557 entitled "How to Apply for Recognition of Exemption for an Organization."

This booklet is a very complete, although somewhat tedious guide to getting underway. One important point is that in order to successfully complete steps 2 and 3 outlined above, you have to set up step 1 in a particular manner. This booklet describes this incorporating process and offers sample drafts to use as models.

When you read #557, you will also note that there are many possible classifications of "tax-exempt" under section 501. It would be worthwhile to check the chart on page 21 of the booklet to be sure that 501(c)(3) is right for you.

Another prime reason for reading #557 is that you will need the help of a lawyer with experience in non-profit law. Reading this guide will be the best way for you to understand what the lawyer is talking about.

The next step is to find a lawyer, and since most lawyers are not familiar with this aspect of law, your best bet is to go to a non-profit organization whose work you respect, and ask who it uses as a lawyer. However, don't settle for just any lawyer. You will have to invest anywhere from $50 to $300 to get the basics of this process taken care of, and you should be certain that you are getting your money's worth.

An alternative to paying such a sum to a private lawyer is to check with the local community legal service. Either they will be able to help at low rates, or steer you to a lawyer who can. Make certain that you ask the lawyer what all the costs will be (and it wouldn't hurt to get these figures on paper).

You will have to pay between $20 and $80 for filing fees. These go directly to the state to cover their costs. It is also necessary for you to pay for a "public notice" in a local paper to announce that you are setting up a corporation. The lawyer can take care of this process for you.

As part of filing with the state, you will have to involve other people (usually 3-5) in the "incorporation process." You should think of people close to you whom you can trust.

After the state grants your charter (usually in a month or less) you then file an application with the District Director of the IRS for a tax-exemption. There are no filing fees from here on, but it is crucial that all your application documents be in order. Improper filings can cause endless months of delay. Refer to #557 to understand the application process.

When you file this application, be certain to be as accurate and complete as possible--once material gets placed in your IRS file, it remains there indefinitely, and any mistakes you make will plague you just as long. As part of the application, be certain to specify that you will be "publicly supported" and that you are not a private foundation.

An answer can be expected from the IRS in about 6-8 weeks. If your answer is positive, you are on your way. If negative, don't lose all hope. There are still two options open to you--operation without a tax-exemption, or the application of an appeal to the IRS. Many organizations whose operations cannot be neatly pigeonholed into one of the six tax-exemption categories established by the IRS are rejected on their first application. Our own organization, Human Resources Network, can serve as a good example. Our application for tax-exemption as a 501(c)(3) educational organization was denied after 7 weeks. Panic ensued, but we learned from other organizations that there was still a good possibility of acceptance on our appeal. Nine months later, after an appeal, we received the exemption.

There are several further factors important to the legal and financial operations of a non-profit organization:

1. The term "non-profit" means, basically, that any income in excess of expenditures must be turned back into the organization or project, and not used to benefit any individual.

2. Exemptions from state sales tax are available to non-profit organizations in some states. The state's information office or the state Department of State, Bureau of Corporations, Exempt Division, can supply further information about this subject.

3. Low-cost mailing rates are made available to approved non-profit organizations. Normally, a tax-exemption is helpful

if you wish to receive the Post Office's approval for special rates, information about the application procedure for a mailing permit is found in the Post Office's Publication #13, titled "Mailing Permits." Note: You are dealing with an entrenched bureaucracy, and approval might take up to a year.

4. What can you do about raising money while waiting for your tax-exemption? Many organizations use other tax-exempt organizations as "pass-through" agencies to receive funds. This "pass-through" agency is called a "conduit" in this situation. The use of a conduit is a complicated procedure, and some foundations and corporations refuse to disburse money in this fashion. It may also be difficult to find an organization which will act as a conduit, since this organization becomes responsible in many ways for the funded project. Most often, church groups act as conduits for groups without tax-exemptions.

5. George Orwell called the bureaucratese spoken by his characters in Animal Farm "Duckspeak." We would like to nominate the IRS for the award of Best Double-Good Duckspeakers in the country. The following is a letter we received which, after a full day of translation, was interpreted to mean that we had passed the IRS' 509(a)(2) public support test (a ruling almost as important as the basic 501(c)(3) ruling).

"This modifies our letter of the above date in which we stated that you would be treated as an organization which is not a private foundation until the expiration of your advance ruling period.

"Based on the information you submitted, we have determined that you are not a private foundation within the meaning of section 509(a) of the Internal Revenue Code, because you are an organization of the type described in section 509(a)(2). "Grantors and contributors may rely on this determination until the Internal Revenue Service publishes notice to the contrary. However, a grantor or a contributor may not rely on this determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(2) status, or acquired knowledge that the Internal Revenue Service has given notice that you would be removed from classification as a section 509(a)(2) organization."

Keep your IRS #557 handy, and possibly you can save yourself some lawyers fees for interpretation. A further aid would be the Internal Revenue Code, published by the Commerce Clearing House, which can be found at some larger libraries.

6. The original tax-exemption is granted for a certain limited period, usually one year. This period is called the Advanced Ruling Period. After this time has elapsed, you must refile for the exemption with the IRS. Additionally, the IRS may at any time request further or updated information about your operations in order to determine whether your tax-exemption remains valid.

7. You are not required by law to have an accountant, but it can prove very helpful. The tax forms you will be required to file are complex and legalistic. Errors on the tax forms are dangerous. Additionally, grantors usually like to know that your

financial books are orderly and accurate. If you have no bookkeeping experience, hire an accountant to come in and write up, or at least approve your books. Some funding sources require an audited statement of your finances before they will make a grant.

Professional accountants usually charge anywhere from $25 to $50 per hour. For this reason, you should either try to do the basic books yourself or hire a part-time bookkeeper for $3 or $4 per hour. You will save money in the long run by having an accountant come in for one day each quarter to spend a day checking the bookkeeper. It's worth $200 or $300 to be sure your books are accurate. If you need advice in finding a good accountant, check with another non-profit organization or call the local chapter of the Institute of Certified Public Accountants. Be certain that your accountant is familiar with non-profit tax laws and procedures. Otherwise, you may wind up paying for the accountant's time while he/she educates himself/herself in the fine points. Better save some money and ask ahead of time.

--Human Resources Network, 1975

PART I.D: PROCEDURES FOR WRITING

There are many things to consider when writing a proposal. It can be helpful to approach this task by looking through the eyes of the funding source.

Contained in this section are the following:

- A government funding source's view of proposal development.
- A suggested plan of action for developing a proposal.
- Some questions to consider.
- A checklist for developing the proposal's major components.

PROPOSAL DEVELOPMENT AS VIEWED BY A GOVERNMENT FUNDING SOURCE

As assistant regional administrator for intergovernmental affairs in HEW's Region V office in Chicago, Ray Hrushka has reviewed many proposals for federal funding. Through that experience he has identified a number of problems common to the planning of many of those proposals. To avoid those problems he suggests that the following 11 considerations should guide the development of all project proposals.

- Plan to develop a project because it is important, because the information and knowledge or the services it will provide are needed by the people of the community--not because legislation has made money available and the agency needs some for "research" or a "project" of some kind to keep staff busy.
- Plan the project to fit the community's needs, not to please some federal official. Stick with the plan. Resist the temptation to write the application any way the funding source wants--just to get the money. Accept their advice, however, if it is sound and reasonable. Do not say, "Tell me what to write. I'll write it any way you want,"--just to get the money.
- Spend as much time as possible in project planning before beginning any application preparation. It is axiomatic that if project planning is thorough and sound, there is a good chance that the application will be well written. More important, the project or program will be effective. The converse is equally true. In a well constructed, total project design, the relationship between the objectives, the methodology and the evaluation plan should be evident.
- Conceive any specific project as a related part of the immediate, intermediate and long range plans of the community or state to improve services to people. Make an outline or develop a brief description of what is hoped to be accomplished as a first step. Consult with colleagues for their opinion of the proposal.
- Seek the assistance of prospective funding source staff early, as soon as an outline is ready. They can help. Consult with them--ask for their help in planning an approvable project before writing a lengthy application. Work on developing a good plan for a sound program that someone will want to fund. Forget about money for a while--concentrate on planning.
- Think in terms of service to the total community and the relationship of this project to other programs or community services--not in terms of what money is available for your agency or your program. Avoid the pathological possessiveness of the pseudo-professional. Try not to refer constantly to my project, my agency, my staff, etc. Try using our for a change. Concentrate on services to people--not on serving your agency's needs.

- Don't leave anything out of the application that the organization plans to do. Never assume that the reviewer will know what is intended. The rule of thumb for the reviewer is if it is not in the application, it is not part of the plan and probably was never even considered by the planners of the project.
- Be sure a reasonably effective evaluation component exists. Avoid using the classical cliches, such as "a suitable evaluation plan will be evolved as the project develops," or "Utopia University's Department of Sociology will be requested to evaluate the program at the end of the project period." To the reviewer, these words mean, "We don't have an evaluation plan and we don't know how to design one."
- Write your application as clearly, as briefly and as concisely as possible. Avoid gobbledegook and involved sentences. Strive to write not only to be understood but also so there cannot possibly be a misunderstanding. Check to insure that the application specifically states in simple language: WHO will do WHAT? HOW? WHEN? WHERE? WHY? with WHOM? for WHOM? and at WHAT COST? Finally, WHO will evaluate WHAT has been done? HOW? WHERE? WHEN? and WHY?
- Submit the application as long before the deadline as possible and allow the time required by the review schedule before inquiring about the status of the organization's application. Above all, resist the temptation to seek special consideration for the application. Do not expect the reviewer to do for the organization what you as a citizen and taxpayer would not want the reviewer to do for others. Let the application stand on its merit in competition with all others submitted.
- Remember that the application if approved is, in effect, a contract which represents the terms under which the grant was made. Do not include in the proposal any activity that the organization would feel uncomfortable having included in a contract.

--Hrushka, 1977

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

PROPOSAL PREPARATION SCHEDULE

le of Proposal

RFP No.

e Recvd

Date Due

Working Days Available

ncipal Investigator

Action	No.of Days	Start Date	End Date
ANALYZE RFP			
ESTABLISH ADVISORY GROUP			
PREPARE PREPARATION BUDGET & PLNG			
FORMULATE IDEAS			
CONCEPTUALIZE PROJECT			
WRITE FIRST DRAFT			
PREPARE PROJECT BUDGET			
CONDUCT FIRST DRAFT REVIEW *			
WRITE REVISIONS ABSTRACT			
CONDUCT LAST LAST DISCUSSION			
PERFORM FINAL TYPING & PROOFING			
OBTAIN FINAL APPROVALS			
REPRODUCE PROPOSAL			
DELIVER PROPOSAL			

MIN.
5
DAYS

* P & D MUST HAVE THIS DATE FIRM

ARKS:

(12/5/75)

Some Questions To Consider for Foundation Proposals

1. What is unique about the proposal? Prove it. Nail this down. Who else in this particular area is doing something similar? What are they doing? What distinguishes your proposal from theirs? From others?
2. What will be accomplished by the project? Avoid high-level abstractions. What can you quantify? What can you point to?
3. How will you know you are achieving your objectives? How will you evaluate the program? Who will evaluate it?
4. Get a clear definition of the project. Describe it in one sentence. In one paragraph.
5. Establish the need or needs for the project. How will the project meet these needs? Be specific.
6. Why should your XYZ Organization undertake this project? Why is the XYZ Organization uniquely suited to do the job? Be hard on yourselves on this point.
7. Who, outside of your organization, in the field can endorse your project? Get a real authority!
8. What about the Project Director? Are his or her credentials suitable to head the project? Prove it in bold terms.
9. How much money do you really need to do the job? Justify the amount you think you will need.
10. How long will the project last? One year? Two? Three? Why? What are the goals of the first year? Second? Third? Why is the project organized in steps? How much will the project cost the second year? More? Or less? If more, why? What about the third year? Less than the second and first years? Or more? If more, why?
11. What about the fourth year (or the year after the project ends)? What happens then? Will an on-going project continue in some form or other? In what form? Will the project have been 'institutionalized' and self-supporting?

Some Questions To Consider for Government Proposals or Applications

1. Identify the problem. Is it really important? How important? What evidence do you have?
2. Will the project meet the needs described? How? How will you know the needs are being met?
3. Can you quantify the need? Who will be served? How many? What area of geography will be covered? How many children? Older citizens? What ethnic groups?
4. Are these people actually going to take part in the project? Are they involved in the development of the proposal? What process of consultation and involvement has been established?
5. Are any other groups or agencies dealing with the problem? If so, in what way is your project different?

6. Are the services available in the community being used? Why don't they meet the need? Where is the gap? Describe the nature of the gap? Details.
7. To what extent is the project and the results of the project applicable to other areas? Describe the "pilot" nature of the project. How can the results be employed elsewhere?
8. On the other hand, what is unique about the project? What lessons have you learned from other similar projects? And what can only be learned through experience with your project?
9. Who will actually "do" the project? Describe the competence of the project director. The supporting staff.
10. Why is the XYZ Organization engaging in this project? What in the history and experience of XYZ makes it uniquely suited to tackle the project?
11. How will the project be evaluated? What is the exact nature of the research component of the project? Who will conduct the research? Establish the credibility of the researcher?
12. Are the evaluation techniques consistent with the project goals? Are they suitable for evaluating the project?
13. How much will the project cost? Why? Is this a one year, two year, three year project? How much for each year?
14. How much of the cost do you want the agency to cover? If there is a match, how much will the agency match? How will the match funds be raised?
15. What happens when the project is completed? What difference will the project make? Would this difference have been made if the project actually had not been undertaken?

--Reitman, 1973

How to Ask for Federal Funding

As a final check, the grant coordinator might want to run down this list:

* Use a team approach in the total proposal process rather than a one-person show.
* Study pertinent guidelines and regulations drafted by the federal agency.
* Consult the funding agency for information within legitimate bounds and get to know its program staff.
* Appoint a steering committee to oversee the proposal project and to make up schedules and timetables for the staff and monitor their progress closely.
* Assign tasks to staff members on the basis of their skills, specialties, and willingness to cooperate.
* Define needs clearly after a thorough appraisal of the local picture; keep in mind the larger national scene.
* Research the general topic in order to collect useful background data.
* Involve professionals from the sponsoring institution and members of the local community in the planning and development stage.
* Ask outsiders to comment on the proposal's first draft.
* Select one person to write the proposal in clear, concise English without verbal padding.
* Ensure that the total package addresses the key proposal requirements, justification, objectives, procedures, evaluation, and budget.
* Develop and submit a proposal that, if accepted, can be managed.

--Battaglia, 1977

PART I.E: THE A-95 REVIEW

Circular A-95 was issued in 1969 by the Office of Management and Budget for the purpose of implementing the Intergovernmental Cooperation Act of 1968, especially Title IV, which is aimed at coordinating federal assistance programs and state projects. Title IV requires that, wherever possible, federal aid for development purposes will further state, regional and local planning objectives. Therefore, if your project falls into the category of the nearly 200 federal programs that have an impact on the local community, or if it is a direct federal development project within the geographic area of an A-95 clearinghouse, it may require review by the A-95 clearinghouse. You will be notified whether the federal program you are applying for requires clearinghouse review when your application packet is sent from the government department. The function of the clearinghouse is to review for coordination, not to approve or reject grants.

For a list of the 590 clearinghouses across the country, write the National Association of Regional Councils, 1700 K Street, N.W., Washington, D.C. 20006.

Contained in this section are the following:

- A sample letter from one clearinghouse to an applicant.
- A directory of state clearinghouses.
- Some suggestions for working with the review process.

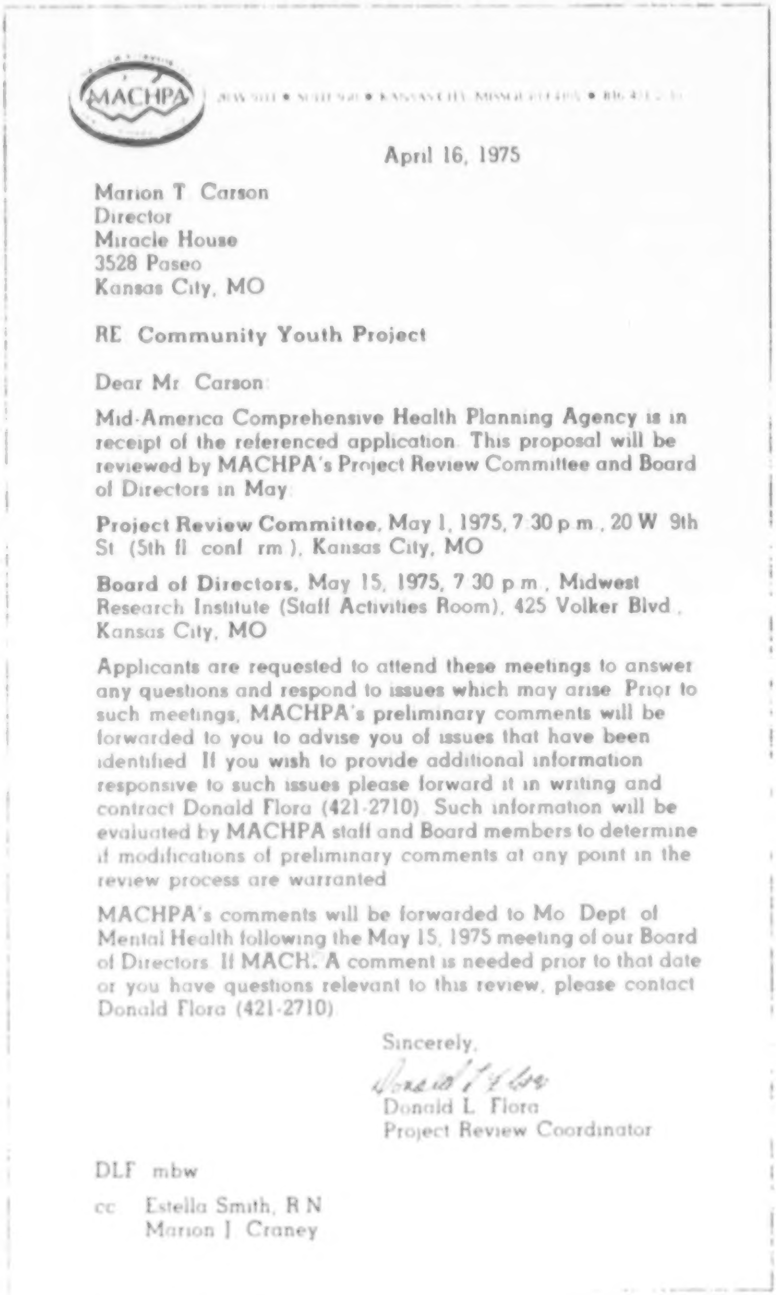
HOW ONE CLEARINGHOUSE RESPONDS TO APPLICANTS

The following is a letter from the areawide clearinghouse in Kansas City, Mo. informing an applicant of the dates its project proposal would be reviewed. The letter indicates several things about the process this particular clearinghouse goes through in reviewing an application.

The staff of the clearinghouse has already determined that the proposed project should be reviewed formally by the clearinghouse and has conducted a preliminary review of the applicant's proposal. The staff has developed its own summary of the proposal, which included their comments about its strength and weaknesses. The letter indicates that the staff's comments will be forwarded to the applicant prior to the official clearinghouse review.

The official review has two parts. First, a project review committee considers the application and makes its recomendations. Then the board of directors of the clearinghouse reviews all comments made up to that time and passes final judgement. As the letter indicates, that decision will be communicated to the funding source. The applicants felt that negative comments from the clearinghouse would result in the project not being funded.

At its meeting on May 1, the project review committee raised several concerns about the proposal. During the next two weeks the applicant dealt with those issues and the board of directors were satisfied with the proposal when they reviewed it at their May 15 meeting. Ultimately the funding agency supported the project.



MACHPA

April 16, 1975

Marion T Carson
Director
Miracle House
3528 Paseo
Kansas City, MO

RE Community Youth Project

Dear Mr Carson:

Mid-America Comprehensive Health Planning Agency is in receipt of the referenced application. This proposal will be reviewed by MACHPA's Project Review Committee and Board of Directors in May:

Project Review Committee, May 1, 1975, 7:30 p.m., 20 W 9th St (5th fl. conf. rm.), Kansas City, MO

Board of Directors, May 15, 1975, 7:30 p.m., Midwest Research Institute (Staff Activities Room), 425 Volker Blvd., Kansas City, MO

Applicants are requested to attend these meetings to answer any questions and respond to issues which may arise. Prior to such meetings, MACHPA's preliminary comments will be forwarded to you to advise you of issues that have been identified. If you wish to provide additional information responsive to such issues please forward it in writing and contract Donald Flora (421-2710). Such information will be evaluated by MACHPA staff and Board members to determine if modifications of preliminary comments at any point in the review process are warranted.

MACHPA's comments will be forwarded to Mo. Dept. of Mental Health following the May 15, 1975 meeting of our Board of Directors. If MACHPA comment is needed prior to that date or you have questions relevant to this review, please contact Donald Flora (421-2710).

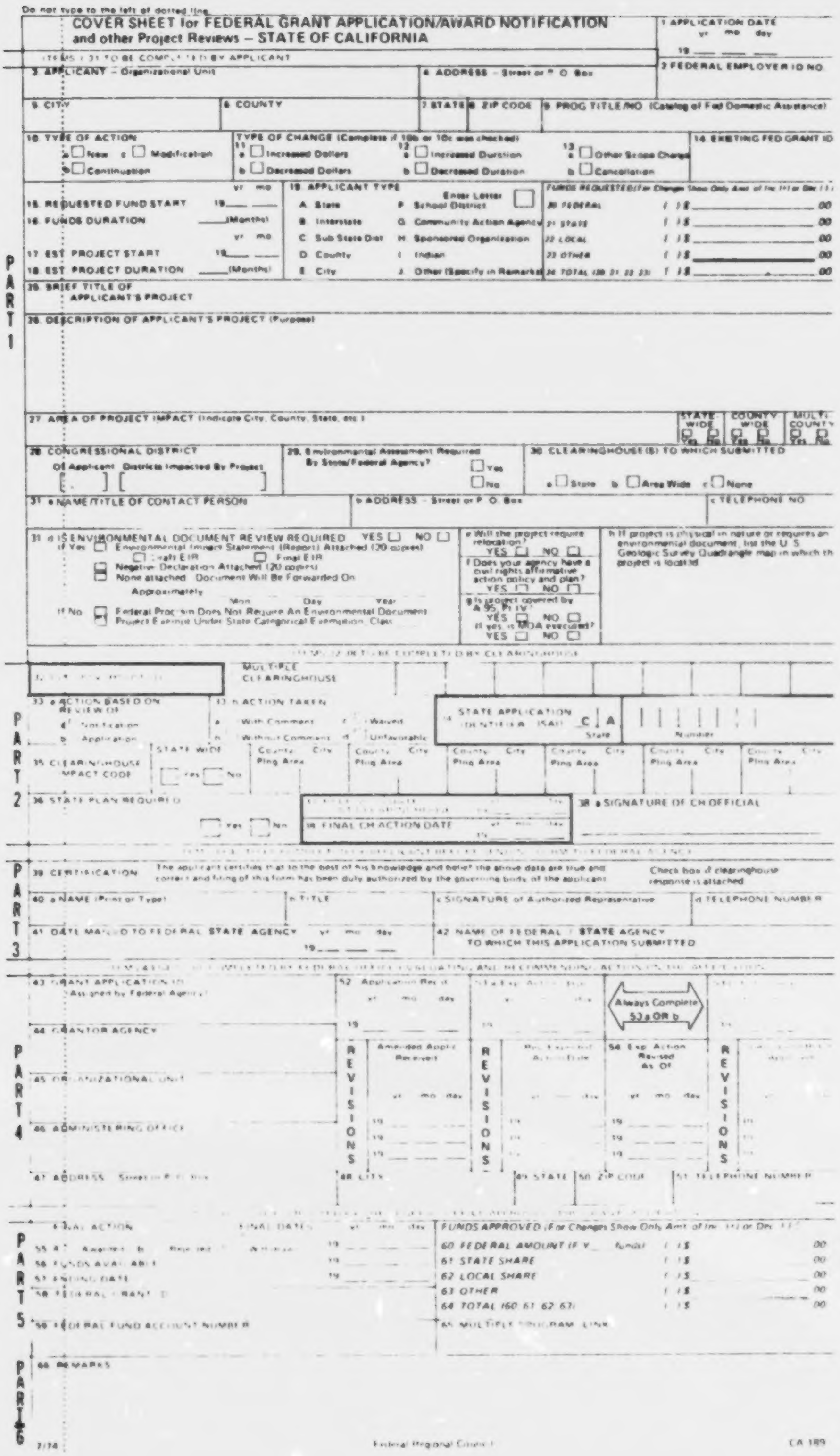
Sincerely,

Donald L. Flora
Project Review Coordinator

DLF mbw

cc Estella Smith, R.N.
Marion J. Craney

Applicants must notify both an areawide and a state clearinghouse of their intentions to apply for assistance as early as possible.



Do not type to the left of dotted line

COVER SHEET for FEDERAL GRANT APPLICATION/AWARD NOTIFICATION and other Project Reviews – STATE OF CALIFORNIA

1 APPLICATION DATE yr mo day 19__ __ __

ITEMS 1-31 TO BE COMPLETED BY APPLICANT

2 FEDERAL EMPLOYER ID NO

3 APPLICANT – Organizational Unit

4 ADDRESS – Street or P O Box

5 CITY

6 COUNTY

7 STATE

8 ZIP CODE

9 PROG TITLE/NO (Catalog of Fed Domestic Assistance)

10 TYPE OF ACTION a ☐ New c ☐ Modification b ☐ Continuation

TYPE OF CHANGE (Complete if 10b or 10c was checked)

11 a ☐ Increased Dollars b ☐ Decreased Dollars

12 a ☐ Increased Duration b ☐ Decreased Duration

13 a ☐ Other Scope Change b ☐ Cancellation

14 EXISTING FED GRANT ID

15 REQUESTED FUND START yr mo 19__ __

16 FUNDS DURATION ____(Months)

17 EST PROJECT START yr mo 19__ __

18 EST PROJECT DURATION ____(Months)

19 APPLICANT TYPE Enter Letter ☐

A State
B Interstate
C Sub State Dist
D County
E City
F School District
G Community Action Agency
H Sponsored Organization
I Indian
J Other (Specify in Remarks)

FUNDS REQUESTED (For Changes Show Only Amt of Inc (+) or Dec (-))

20 FEDERAL ( ) $________.00
21 STATE ( ) $________.00
22 LOCAL ( ) $________.00
23 OTHER ( ) $________.00
24 TOTAL (20 21 22 23) ( ) $________.00

25 BRIEF TITLE OF APPLICANT'S PROJECT

26 DESCRIPTION OF APPLICANT'S PROJECT (Purpose)

27 AREA OF PROJECT IMPACT (Indicate City, County, State, etc.)

STATE WIDE ☐ Yes ☐ No COUNTY WIDE ☐ Yes ☐ No MULTI COUNTY ☐ Yes ☐ No

28 CONGRESSIONAL DISTRICT Of Applicant [ ] Districts Impacted By Project [ ]

29 Environmental Assessment Required By State/Federal Agency? ☐ Yes ☐ No

30 CLEARINGHOUSE(S) TO WHICH SUBMITTED a ☐ State b ☐ Area Wide c ☐ None

31 a NAME/TITLE OF CONTACT PERSON

b ADDRESS – Street or P O Box

c TELEPHONE NO

31 d IS ENVIRONMENTAL DOCUMENT REVIEW REQUIRED YES ☐ NO ☐

If Yes ☐ Environmental Impact Statement (Report) Attached (20 copies)
☐ Draft EIR ☐ Final EIR
☐ Negative Declaration Attached (20 copies)
☐ None attached Document Will Be Forwarded On Approximately Mon Day Year

If No ☐ Federal Program Does Not Require An Environmental Document
☐ Project Exempt Under State Categorical Exemption Class

e Will the project require relocation? YES ☐ NO ☐

f Does your agency have a civil rights affirmative action policy and plan? YES ☐ NO ☐

g Is project covered by A 95, Pt IV? YES ☐ NO ☐ If yes, is MOA executed? YES ☐ NO ☐

h If project is physical in nature or requires an environmental document, list the U S Geologic Survey Quadrangle map in which the project is located

ITEMS 32-38 TO BE COMPLETED BY CLEARINGHOUSE

MULTIPLE CLEARINGHOUSE

33 a ACTION BASED ON REVIEW OF a Notification b Application

33 b ACTION TAKEN a With Comment b Without Comment c Waived d Unfavorable

34 STATE APPLICATION IDENTIFIER (SAI) C A State Number

35 CLEARINGHOUSE IMPACT CODE STATE WIDE ☐ Yes ☐ No County City Plng Area

36 STATE PLAN REQUIRED ☐ Yes ☐ No

37 FINAL CH ACTION DATE yr mo day 19__ __ __

38 a SIGNATURE OF CH OFFICIAL

39 CERTIFICATION The applicant certifies that to the best of his knowledge and belief the above data are true and correct and filing of this form has been duly authorized by the governing body of the applicant. Check box if clearinghouse response is attached

40 a NAME (Print or Type) b TITLE c SIGNATURE of Authorized Representative d TELEPHONE NUMBER

41 DATE MAILED TO FEDERAL STATE AGENCY yr mo day 19__ __ __

42 NAME OF FEDERAL / STATE AGENCY TO WHICH THIS APPLICATION SUBMITTED

43 GRANT APPLICATION ID (Assigned by Federal Agency)

44 GRANTOR AGENCY

45 ORGANIZATIONAL UNIT

46 ADMINISTERING OFFICE

47 ADDRESS Street or P O Box

48 CITY 49 STATE 50 ZIP CODE 51 TELEPHONE NUMBER

52 Application Rec'd yr mo day 19__ __ __

Always Complete 53 a OR b

REVISIONS Amended Appl'n Received yr mo day 19__ 19__ 19__

54 Exp Action Revised As Of yr mo day 19__ 19__ 19__

FINAL ACTION FINAL DATES yr mo day

55 a Awarded b Rejected c Withdrawn 19__
56 FUNDS AVAILABLE 19__
57 ENDING DATE 19__
58 FEDERAL GRANT ID
59 FEDERAL FUND ACCOUNT NUMBER

FUNDS APPROVED (For Changes Show Only Amt of Inc (+) or Dec (-))

60 FEDERAL AMOUNT IF Y__ funds ( ) $ .00
61 STATE SHARE ( ) $ .00
62 LOCAL SHARE ( ) $ .00
63 OTHER ( ) $ .00
64 TOTAL (60 61 62 63) ( ) $ .00
65 MULTIPLE PROGRAM LINK

66 REMARKS

7/74 Federal Regional Council CA 189

PART 1 PART 2 PART 3 PART 4 PART 5 PART 6

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DIRECTORY

STATE
CLEARINGHOUSES

MAY 1977

Compiled by

State of Oklahoma

STATE CLEARINGHOUSE

1907

This publication is printed and issued by the Oklahoma Department of Economic and Community Affairs, as authorized by Bob Burke, Director. One hundred and fifty copies have been prepared and distributed at a total state and federal cost (including printing, postage and personnel time) of approximately $150.

ALABAMA

Mr. Michael R. Amos
Coordinator
State Clearinghouse
Alabama Development Office
State Capitol
Montgomery, Alabama 36136

Phone: (205) 832-5646

ARIZONA

Ms. Jo Ann Youngblood
Supervisor
State Clearinghouse
1700 West Washington
Fourth Floor
Phoenix, Arizona 85007

Phone: (602) 271-5004

COLORADO

Mr. Richard L. Brown
Principal Planner
Colorado Division of Planning
520 State Centennial Building
Denver, Colorado 80203

Phone: (303) 892-2351

FLORIDA

Mr. Loring Lovell, Chief
Bureau of Intergovernmental Relations
Division of State Planning
660 Apalachee Parkway
Tallahassee, Florida 32304

Mr. J. Ron Fahs
Senior Planner
State/Federal Relations

Mr. Mike Goldie
Clearinghouse Coordinator

Phone: (904) 488-2371

ALASKA

Mr. John T. Halterman
Coordinator
State/Federal Assistance
Office of the Governor
Division of Policy Development and Planning
Pouch AD
Juneau, Alaska 99811

Phone: (907) 465-3577

ARKANSAS

Director
State Planning and Development Clearinghouse
Suite 900
First National Bank Building
5th and Broadway
Little Rock, Arkansas 72201

Phone: (501) 371-2311

CONNECTICUT

Mr. Barry I. Budlong
Director
Office of Intergovernmental Programs
340 Capitol Avenue
Hartford, Connecticut 06115

Phone: (203) 566-2836

Mr. William G. Kraynak
State Clearinghouse Director
340 Capitol Avenue

Phone: (203) 566-5737

GEORGIA

Mr. Charles H. Badger
Administrator
State Clearinghouse
Suite 610
270 Washington Street, S.W.
Atlanta, Georgia 30334

Phone: (404) 656-3829

AMERICAN SAMOA

Mr. Francis G. debettencourt
Chairman
Clearinghouse Review Board of American Samoa
Government of American Samoa
c/o Treasurer's Office
Pago Pago, American Samoa 96799

Phone: 633-4155 (International Operator)

CALIFORNIA

Mr. William G. Kirkham
Office of the Governor
Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, California 95814

Phone: (916) 445-0613

DELAWARE

Ms. Ann Cullen
Federal Aid Coordinator
State Planning Office
State Clearinghouse
Townsend Building
Dover, Delaware 19901

Phone: (302) 678-4271

GUAM

Mrs. Priscilla T. Maanao
State Officer for Programs
Bureau of Budget and Management Research
Post Office Box 2950
Agana, Guam 96910

Phone: 472-8312 (International Operator)

HAWAII

Mr. Hideto Kono
Director
Department of Planning and
Economic Development
Post Office Box 2359
Honolulu, Hawaii 96804

Phone: (808) 548-3031

IDAHO

Mr. Karl Tueller
Associate Chief
Division of Budget, Policy
Planning & Coordination
Room 122
State Capitol Building
Boise, Idaho 83720

Phone: (208) 384-2287

ILLINOIS

Mr. Terry Hornbacker
Director
State Clearinghouse
524 South Second
Springfield, Illinois 62706

Phone: (217) 782-3105

INDIANA

Mr. Roland J. Mross
Director
Federal Aid Management
Division
State Budget Agency
212 Statehouse
Indianapolis, Indiana 46204

Phone: (317) 633-5610

IOWA

Mr. A. Thomas Wallace, Jr.
Federal Funds Corrdinator
Office for Planning and
Programming
523 East 12th Street
Des Moines, Iowa 50319

Phone: (515) 281-3970

KANSAS

Mr. John Mendoza
Intergovernmental Analyst
Department of Administration
Division of State Planning
and Research
109 West 9th - Suite 501
Topeka, Kansas 66612

Phone: (913) 296-3496

KENTUCKY

Mr. Robert D. Leonard
Manager
State Clearinghouse
Room 209 - Capitol Annex
Frankfort, Kentucky 40601

Phone: (502) 564-7300

LOUISIANA

Mrs. Vivienne Francis
Assistant Secretary
Office of State Clearinghouse
Post Office Box 44455
Baton Rouge, Louisiana 70804

Phone: (504) 389-5664

MAINE

Mr. Allen G. Pease, Director
Maine State Planning Office

Ms. Beth D. Dennis
State Clearinghouse
Coordinator
184 State Street
Augusta, Maine 04333

Phone: (207) 289-3261

MARYLAND

Mr. Warren D. Hodges, Chief
State Clearinghouse
Department of State
Planning
301 West Preston Street
Baltimore, Maryland 21201

Phone: (301) 383-2467

MASSACHUSETTS

Ms. Maureen E. Hynes
Clearinghouse Director
Office of State Planning
John McCormick Building
Room 2101
One Ashburton Place
Boston, Massachusetts 02108

Phone: (617) 727-4154

MICHIGAN

Ms. Linda N. Barnes
Director
Office of Intergovernmental
Relations
Department of Management
and Budget
Post Office Box 30026
Lansing, Michigan 38909

Phone: (517) 373-8286

MINNESOTA

Mr. Thomas N. Harren
Administrator
State Clearinghouse
Minnesota State Planning Agency
Room 101, Capitol Square Building
St. Paul, Minnesota 55101

Phone: (612) 296-3827

MISSISSIPPI

Mr. Edward A. May, Jr.
State Clearinghouse Director
Post Office Box 139
Jackson, Mississippi 39205

Phone: (601) 354-7570

MISSOURI

Mr. George L. Lineberry
Chief, Grants Coordination
Office of Administration
Division of Budget & Planning
Capitol Building, Room B-9
Post Office Box 809
Jefferson City, Missouri 65101

Phone: (314) 751-4834

MONTANA

Mr. Thomas L. Crosser
Clearinghouse Manager
Office of Budget and Program Planning
Room 221
State Capitol
Helena, Montana 59601

Phone: (406) 449-3613

NEBRASKA

Mr. Robert D. Kuzelka
State Office of Planning and Programming
Post Office Box 94601
State Capitol
Lincoln, Nebraska 68509

Phone: (402) 471-2414

NEVADA

Mr. Bruce D. Arkell
State Planning Coordinator
Capitol Building, Room 45
Capitol Complex
Carson City, Nevada 89710

Phone: (702) 882-7073

NEW HAMPSHIRE

Mr. Joseph H. Deoss
Coordinator of Federal Funds
Room 113 - Statehouse
Concord, New Hampshire 03301

Phone: (603) 271-2156

NEW JERSEY

Mr. Sidney L. Willis
Assistant Commissioner
Department of Community Affairs
363 West State Street
Trenton, New Jersey 08618

Mr. Jerry Eure
Supervising Planner
Project Review Section
Division of State and Regional Planning
363 West State Street

Phone: (609) 292-2953

NEW MEXICO

Mr. Al Lobato, Director
State Clearinghouse Coordination
New Mexico State Planning Office
505 Don Gasper
Santa Fe, New Mexico 87503

Phone: (505) 827-2073

NEW YORK

Mr. Thomas J. McDonald
Administrator
State Clearinghouse
New York State Division of Budget
State Capitol
Albany, New York 12224

Phone: (518) 474-1605
474-2098

NORTH CAROLINA

Mrs. Chrys Baggett
Supervisor
State Clearinghouse
Department of Administration
116 West Jones Street
Raleigh, North Carolina 27603

Phone: (919) 829-4375

NORTH DAKOTA

Mrs. Leonard Banks
Associate Planner
State Planning Division
Fourth Floor-State Capitol
Bismarck, North Dakota 58505

Phone: (701) 224-2818

OHIO

Ms. Nancy Hippert
Administering Officer
State Clearinghouse
Office of the Governor
24th Floor
State Office Tower
Columbus, Ohio 43215

Phone: (614) 466-7461

OKLAHOMA

Mr. Don N. Strain, Director
State Grant-In-Aid Clearinghouse
Department of Economic and Community Affairs
5500 N. Western
Oklahoma City, Oklahoma 73118

Ms. Mary Schuitt
Administrative Technician

Ms. Linda Roberts
Administrative Technician

Phone: (404) 840-2811

OREGON

Mr. Leslie Lehmann
A-95 Coordinator
State Clearinghouse
Executive Department
Intergovernmental Relations Division
240 Cottage Street, S.E.
Salem, Oregon 97310

Phone: (503) 378-4350

PENNSYLVANIA

Mrs. Greta Line
Supervisor A-95
Governor's Budget Office
Post Office Box 1323
Harrisburg, Pennsylvania 17121

Phone: (717) 787-8046
783-3133

PUERTO RICO

Mr. Miguel Rivera Rios
Chairman
Puerto Rico Planning Board
Post Office Box 41119
San Juan, Puerto Rico 00940

Phone: (809) 726-3065

RHODE ISLAND

Mr. Daniel W. Varin
Director
Statewide Planning Program
265 Melrose Street
Providence, Rhode Island 02907

Mr. John P. O'Brien
A-95 Coordinator
Statewide Planning Program

Phone: (401) 277-2656

SOUTH CAROLINA

Mr. Elmer C. Whitten, Jr.
Administrator
State Clearinghouse
Division of Administration
1205 Pendleton Street
Columbia, South Carolina 29201
Phone: (803) 758-3306

SOUTH DAKOTA

Ms. Mary Jane Nelson
A-95 Coordinator
State Planning Bureau
State Capitol
Pierre, South Dakota 57501

Phone: (605) 224-3661

TENNESSEE

Mr. Stephen H. Norris
Grant Review Coordinator
State Clearinghouse
660 Capitol Hill Building
Nashville, Tennessee 37219

Mr. George C. Brummett
A-95 Program Analyst

Phone: (615) 741-2657

TEXAS

Mr. Charles D. Travis
Director
Governor's Budget and Planning
411 West 13th
Austin, Texas 78701

Phone: (512) 475-6156

UTAH

Mr. James Edwin Kee
State Planning Coordinator
Room 118-State Capitol Building
Salt Lake City, Utah 84114

Ms. Lorayne Tempest
Federal Assistance Coordinator
Room 118-State Capital Building
Salt Lake City, Utah 84114

Phone: (801) 328-6312/328-5246

VERMONT

Ms. Lucinda M. Jones
State Planner
State Planning Office
5th Floor
Pavilion Office Building
Montpelier, Vermont 05602

Ms. Emily Nearly
State Clearinghouse

Phone: (802) 828-3326

VIRGINIA

Mr. B. C. Leynes, Jr.
Associate Director
Division of State/Federal Relations
Department of Intergovernmental Affairs
Fourth Street Office Building
205 N. Fourth Street
Richmond, Virginia 23219

Phone: (804) 786-5335

VIRGIN ISLANDS

Mr. Stephen D. Sander
Federal Programs Coordinator
Office of the Governor
Post Office Box 599
St. Thomas, Virgin Islands 00801

Phone: 774-4292 (International Operator)

WASHINGTON

Ms. Donna Keppel O'Reilly
Coordinator
State Clearinghouse for Local Government
400 Capitol Center Guilding
Olympia, Washington 98504

Phone: (206) 753-4900

Mr. Mike Mills
Coordinator
State Clearinghouse for State Agencies
Office of Program Planning and Fiscal Management
106 House Office Building
Olympia, Washington 98504

Phone: (206) 753-4926

WEST VIRGINIA

Mr. Robert V. Barill
Deputy Director
Office of Federal/State Relations
Grants Administration Division
W-140, State Capitol
Charleston, West Virginia 25305

Phone: (304) 348-3878

WISCONSIN

Mr. Garrett A. Neilsen
State A-95 Coordinator
Office of State Planning and Energy
One West Wilson Street
Madison, Wisconsin 53702

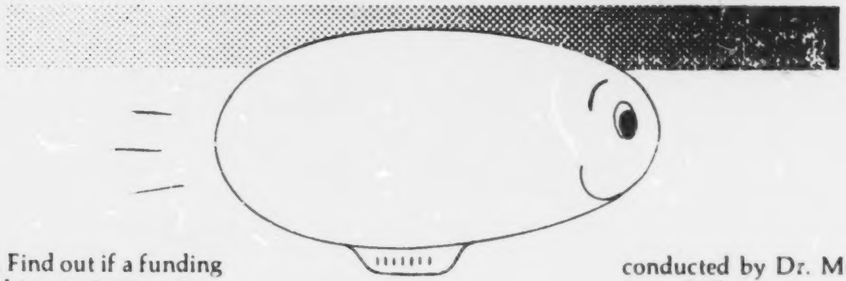
Phone: (608) 266-1033

WYOMING

Mr. Richard M. Hartman
State Planning Coordinator's Office
2320 Capitol
Cheyenne, Wyoming 82002

Phone: (307) 777-7574

SUGGESTIONS FOR WORKING WITH THE REVIEW PROCESS



1. Plan ahead. Find out if a funding program is subject to A-95 review. If so, you usually must submit notification to CH at least 60 days before the program's deadlines. (Most federal programs that are subject to review are listed in Appendix I of the Catalog of Federal Domestic Assistance.)

2. Obtain and read circular A-95 and OMB booklet "Circular A-95: What it is; How it works."

3. Learn how the process works in your community and state. The structure of CHs and their review procedures are not specified in circular A-95, thus they differ widely.

a. Talk with CH staff about the process. Many CHs have a booklet describing their process.

b. Ask other agencies in your community who have had projects reviewed about the process. Try to find out what other activities the CH undertakes and how much power it actually has in your community.

c. If CH has a board that reviews applications at periodic meetings, attend some of their review sessions. They are often open to the public.

4. **Be sure to succinctly state the need for and the objective of the proposed project when submitting a notification of intent to a CH.**

5. If the application is to be reviewed by CH staff, try to talk with them about it. They will often be helpful. Be sure they understand the program area (e.g., drug abuse prevention) and are aware of the need.

6. **Try to find out what the criticisms of those who have reviewed the application are.** Usually CHs will be open about the criticisms. There have been cases however when they haven't. The applicant has a right to know what the criticisms are before they are formally submitted so that the issues can be discussed.

7. **If CH board is going to review your application, try to find out about board members.** Determine who may be proponents and who may be opponents of the project by reviewing their past voting records, if possible. Try to meet with key members to discuss the project. Cultivate potential allies and counter possible sources of criticism.

8. **If you are going to make a presentation at a CH board meeting, be prepared.** In particular, show your organization's credibility, be able to document the need and be clear about your project's objectives. You must know your community. (See article on obtaining local funding in issue 13 of the NEWS.)

9. **Be sure that the CH staff and board understand your project.** You may have to sell them on its potential effectiveness so be prepared to document it (e.g., "A similar program reduced the arrest rate of juveniles in Sylmar by 10 percent according to an evaluation conducted by Dr. Meyers of Cal State Fullerton").

10. **If you have problems that seem to be of a political nature mobilize community support.** A-95 reviews often force organizations to involve more local people and agencies in the project, which can be a positive result.

11. **Be open to changing your project in certain ways.** Don't expect all criticism to be politically motivated or uninformed. Too often organizations become wedded to particular methods or conceptions of the problem. The purpose of A-95 is cooperation, and though that is not always the reality, the review process certainly has had many positive effects.

12. **If CH is not following A-95 procedures, contact the A-95 coordinator at your region's Federal Regional Council and/or OMB** (Intergovernmental Relations and Regional Operations Division, OMB, Washington, D.C. 20503, (202) 395-3000). You may also want to get the media interested in the process.

13. If CH seems to be purposefully delaying your application after the initial 30-day notification period you can submit a completed application, forcing CH to complete its review in 30 days.

14. Often your primary problem will be merely keeping a CH bureaucracy moving. **Call often and ask about what is happening with your application.**

--Saasta, 1975

PART II: THE PROPOSAL-WRITING PHASE

PART II.A.: THE COVER SHEET OR FACE SHEET

Your project title, the name of your agency, and the date are usually included in the cover sheet. Agencies sometimes require the use of a specific form for the cover or title page, or they may ask you to develop one providing them with specified information.

Form 424 is the standard format for most federal grant proposals, and provides the reviewer with uniform comparability among proposals.

Following is an explanation of the Federal Standard Face Sheet and related Budget Summary Sheets.

COMPLETING STANDARD FORM 424: THE PROPOSAL FACE SHEET

Introduction

Many federal grant-in-aid guidelines require that you leave off fancy bindings and covers when you develop your proposal. In fact, some indicate that the cover sheet be the "face sheet", or federal standard form 424 (see sample on the following page). Form 424 has become the standard format for most federal grant proposals.* It provides the reviewer a familiar and set form and allows comparability between proposals. The face sheet is often the first impression that your proposal makes on the reviewer; you should strive to complete the face sheet in a manner most complimentary to you and your proposal. Although there are directions in the application package for completing the face sheet, this supplementary section provides you with tips and ideas for completing your proposal's face sheet and taking advantage of strategies that may be beneficial to you.

Each section of the face sheet is important to the agency and the reviewer; each section has a number. Ideas presented here on how to complete the face sheet will simply follow the face sheet format; there will be comments on each line, using the number of that line as the point of reference. In general, the face sheet will be reviewed one line at a time; however, several lines deserve attention at the beginning (we'll come back to those lines later for more detail).

---

*The format of grants became uniform with publication of the Revised OMP A-102, "Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments", Federal Register, 9/12/1977. Page 45828-45891. Form 424 is also prescribed by FMC 74-7 of GSA.

OMB Approval No. 29–R0218

FEDERAL ASSISTANCE

1. TYPE OF ACTION (Mark appropriate box)
☐ PREAPPLICATION
☒ APPLICATION
☐ NOTIFICATION OF INTENT (Opt.)
☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER
b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER
a. NUMBER
b. DATE ASSIGNED Year month day 19

Leave Blank

SECTION I—APPLICANT/RECIPIENT DATA

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name :
b. Organization Unit :
c. Street/P.O. Box :
d. City :
e. County :
f. State :
g. ZIP Code:
h. Contact Person (Name & telephone No.) :

5. FEDERAL EMPLOYER IDENTIFICATION NO.

6. PROGRAM (From Federal Catalog)
a. NUMBER 1 3 • 5 6 5
b. TITLE Women's Educational Equity Act Program

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

8. TYPE OF APPLICANT/RECIPIENT
A–State
B–Interstate
C–Substate District
D–County
E–City
F–School District
G–Special Purpose District
H–Community Action Agency
I–Higher Educational Institution
J–Indian Tribe
K–Other (Specify):
Enter appropriate letter ☐

9. TYPE OF ASSISTANCE
A–Basic Grant
B–Supplemental Grant
C–Loan
D–Insurance
E–Other
Enter appropriate letter(s) ☐ A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING

12. TYPE OF APPLICATION
A–New
B–Renewal
C–Revision
D–Continuation
E–Augmentation
Enter appropriate letter ☐

13. PROPOSED FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT
b. PROJECT

15. TYPE OF CHANGE (For 12c or 12e)
A–Increase Dollars
B–Decrease Dollars
C–Increase Duration
D–Decrease Duration
E–Cancellation
F–Other (Specify):
Enter appropriate letter(s) ☐☐☐

16. PROJECT START DATE Year month day 19

17. PROJECT DURATION Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19

19. EXISTING FEDERAL IDENTIFICATION NUMBER

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code)
U. S. Office of Education, Application Control Center, Washington, D. C. 20202

21. REMARKS ADDED
☒ Yes ☐ No

[illegible] YES

SIGN-OFF or Authorizing Official

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶
a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.
b. If required by OMB Circular A–95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

	No response	Response attached
(1)	☐	☐
(2)	☐	☐
(3)	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
b. SIGNATURE
c. DATE SIGNED Year month day 19

FEDERAL SECTION

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING

a. FEDERAL	$	.00
b. APPLICANT		.00
c. STATE		.00
d. LOCAL		.00
e. OTHER		.00
f. TOTAL	$	.00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED
☐ Yes ☐ No

38. FEDERAL AGENCY A–95 ACTION
a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A–95, it has been or is being made.
b. FEDERAL AGENCY A–95 OFFICIAL (Name and telephone no.)

424–101 (OE Form 436–1, 2/77)

STANDARD FORM 424 PAGE 1 (10–75)
Prescribed by GSA, Federal Management Circular 74–7

Depending on the agency which will receive your proposal and the grant program for which you are applying, some spaces in form 424 may be "preprinted". This means that when the agency prepared the guidelines and application packet, information which is standard for all applicants for this particular program was included. For example, quite often the program's title (sections 6a, 6b) are preprinted. Occasionally they preprint the material in section 1, "Type of Action", and the information in section 9, "Type of Assistance". Other than those spaces which often are preprinted, it is the responsibility of you and your agency to complete Standard Form 424 through section or line 23.

While this material is to help you complete Standard Form 424, it is intended as a supplement to instructions provided in application packets, and not as a substitute. Where the instructions and the application packet are sufficiently clear and there is no reason to elaborate upon them, no comment will be made about that particular space or section.

Section 21, "Remarks Added", should always be used. The proposal writer should always mark "yes" there, and then make entries in Section 4, "Remarks", the sheet which is the second page of the standard face sheet. As we proceed through completion of Form 424, we shall comment about the fact that a particular line or section needs "Remarks" to amplify what you have done. Whatever you enter in a particular blank on Standard Form 424 can be explained in the section entitled "Remarks". For example, Section 13, "Proposed Funding", asks for a breakdown as to the support by "Federal, applicant, state, local, and other". Although your proposal may not require any matching funds, it is always possible to obtain some matching funds even if it is only "in kind" support. These funds should be shown in the appropriate lines of this column, and a discussion of the sources of those funds should be included in "Remarks" on the next page. We'll identify more specifics as we come to them.

Completing Standard Form 424 (Part I)

Section 1, "Type of Action". Simply check what sort of application this is. In most cases, it will either be a "preapplication", or "application". This is often preprinted.

Section 2, "Applicant's Application". Part (a) is for the applicant's own number. If you submit many proposals, your agency may have a system for numbering proposals which you submit. If you send in few proposals, you probably will not bother with a numbering system. Fill this in if you want to and if you have a numbering sequence; otherwise leave it blank.

Section 3, "State Application Identifier". This section is to be used for your A-95 Clearinghouse Review if the proposal requires such a review. You should put in here the identifying number which the state clearinghouse gives you and also enter the date on which that number was assigned. If, for some reason, you have submitted your proposal for review and have not yet received a clearinghouse review, enter the date that you submitted your proposal and enter an explanation in "Remarks".

Section 4, "Legal Applicant". Enter the complete information requested. In Part (h) include the name of that person who has been most closely associated with the development of this proposal. This person should be thoroughly familiar with the program and able to discuss the program intelligently and/or begin negotiation sessions with the funding agency. This probably will not be the same person who signs as the "certifying representative" (Section 23).

Section 5, "Federal Employer Identification Number". See regular instructions.

Section 6, "Program". If this material is not preprinted, enter the CFDA number and the title of the federal program. For women's educational equity, the number is 13.565 and the title is "Women's Educational Equity Act Program".

Section 7, "Title and Description of Applicant's Project". It is important to use as descriptive a title as possible to help the reviewer get some idea of the intent of your program. If you can, without straining too much, develop a descriptive acronym to identify your program and which you can use throughout the narrative of your proposal. For example, a program to the National Endowment of the Humanities might use the title, "Humanities Endowment Learning Project", which provides the acronym "HELP". Also in Section 7, you should include a concise cogent and descriptive paragraph about your project. Since there is very little room, you should discuss only the most important or innovative parts of your project. It is permissable (but not recommended) to extend a few lines of this on the next page (the remarks section); it is best to get the total description in the small space provided.

Section 8, "Type of Applicant/Recipient". Follow instructions in the application packet. Be sure that you give serious thought, prior to development and submission of the proposal, to the type of applicant most likely to attract the grant that you are writing. If you have some choice as to the applicant agency, consider this issue carefully before you submit the proposal. If you have no choice, simply provide the information requested.

BEST COPY AVAILABLE

Section 9, "Type of Assistance". This is often preprinted. In the Women's Educational Equity Act, it is A, Basic Grant. It is possible to have several types of assistance.

Section 10, "Area of Project Impact". Be precise as to the area that your project will serve. Remember, the larger the area, the more support the program is likely to get. (With limited funds available, agencies are often interested in serving as large an area and as many people as possible without diluting project impact. This section should include the largest possible area without any unrealistic stretching of the truth). The area of project impact may be different from the location of the agency submitting the project.

Section 11, "Estimated Number of Persons Benefitting". The instructions indicate that this number should be those persons directly benefiting from the project. It is to the project's benefit to get this number as large as possible without providing false information. (See the preceding section). For both Section 10 and Section 11, you should explain (in the "Remarks") how you came to the answer which you provided. If in Section 11 you have an extremely large number, provide a breakdown of the figures which you used to obtain that number. For example, if you develop a program to train 50 principals to evaluate teaching, you would have direct benefit to those 50 principals, and could make a case for direct benefit to the teachers whom the principals supervise. (It might not be stretching it too much to suggest that the youngsters in those teachers' classes would benefit from the program.) If you use a total of all of these numbers, be sure to itemize the numbers in each group in the "Remarks" section so the proposal reader can see how you derived the number which you enter in Section 11. (50 principals, average of 20 teachers/principal or 1000 teachers or 1050 total).

Section 12, "Type of Application". Follow the instructions provided.

Section 13, "Proposed Funding". This extremely important section has been made mention of previously. In this section, identify the amount of federal funding that you need for the first year of the project. Even if there is no local matching fund requirement, it is to the project developer's benefit to show in this section that there is, indeed, a cash or in-kind contribution. (This shows tangible and strong local interest for the project.) Figures in this section must agree with figures which appear in Part III, "Budget Information" of the standard application form, particularly in Section C of Part III. Thus, Section 13, "Proposed Funding", should not be completed until after the total budget has been computed and checked for accuracy.

Section 14, "Congressional Districts of:". Answers to Section 14 are based upon answers provided in Sections 4 and 10. It is to the applicant's advantage to include as many congressional districts as possible in the project. This allows the funding agency to award a grant in as many congressional districts as possible, and helps the congressional delegation to report positively to local constituencies. With a limited number of grants available and with over 500 congressional districts in the United States, funding agencies (especially federal agencies) are interested in 1) promoting some equitable geographic distribution and 2) assuring that many congressional districts will receive funds.

Section 15, "Type of Change". If this proposal does not request some sort of change in an existing project, enter N/A (for not applicable) and leave spaces blank as indicated in the instructions.

Section 16, "Project Start". Specify the starting date for your project. Often project guidelines suggest dates when projects should start, or the earliest date that a project can start. Check the guidelines and answer this section accurately.

Section 17, "Project Duration". Enter the number of months that your project will require support. If it is a multiple year project, be sure to indicate the total number of months. Remember that continued funding is dependent upon 1) availability of funds and 2) successful completion of each year's activities.

Section 18, "Estimated Date to be Submitted to the Federal Agency". Normally, for a new application, you should enter here the deadline date for submission to the federal agency. It is also possible to enter here the date on which you mail or otherwise submit the project to the agency. In no case should you use a date here which is later than the specified deadline date. Remember: an official deadline date must be published in the Federal Register, and no official is authorized to provide you with a deadline date different from the official published date.

Section 19, "Existing Federal Identification Number". If you are submitting for a continuation or for some sort of change, in this space enter the number which the federal agency has already assigned your ongoing project. If this is a new application, enter "Not Applicable" here.

Section 20, "Federal Agency to Receive the Request". This space usually is preprinted. If it is not, enter here the exact address to which you will be sending the grant application. This information appears in the application packet (guidelines) and in the Federal Register (usually when the application deadline is specified). It is often the agency's "Application Control Center" as shown in the example on Page 2.

Section 21, "Remarks Added". The answer to this should always be "Yes".

Sections 22 and 23 are for signatures of appropriate agents or representatives empowered to act for your group or institution. Be sure that the date entered in "Date Signed" precedes the date appearing in Section 18 above. Also, if A-95 review is required, be sure that you fill in the appropriate spaces in Section 22.

Information appearing in Sections 24 through 38 will be completed by the federal agency to whom you are submitting the application.

The second page of the standard application format is entitled "Section IV - Remarks". In this section (which you will use) make sure that every remark is keyed to the appropriate section on the first page (Form 424) by use of the number of that section. For example, if you compute the way you arrived at the total "estimated number of persons benefitting" which appears in Section 11, you should precede that information by the Arabic numeral 11

"Estimated Number of Persons Benefitting" before you demonstrate how the total was computed. If you need more than the one-page provided, add additional pages for "Remarks".

Example:	Section 11.	Estimated Number of Persons Benefitting	
		Principals	50
		Teachers (Estimate 20 per principal's school) or 50 x 20	1000
		Total	1050

Note: Although not computed, it is probable that pupils with whom the teachers work will benefit. That could be estimated at 25 pupils/teacher, or an additional 25,000.

Standard Form 424, the Face Sheet, is referred to in its entirity as Part I of the proposal. Part I consists of four sections, and the person submitting the grant is responsible for completing sections I, II, and IV; the agency receiving the grant completes Section III (items 24 through 38).

--Achilles

PART II.B: THE TABLE OF CONTENTS

The table of contents is simply a guide to the page on which each section of your proposal begins. Its purpose is to save time for those reading your proposal.

Following is an example of a short, simple table of contents:

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Section	Page
Abstract	i
Introduction	1
Need and Rationale	4
Goals and Objectives	8
Scope of Work	11
Evaluation Procedures	35
Management Plan	
Personnel	40
Project Schedule	43
Appendix A (Staff Vitae)	
Appendix B (Consultant Vitae)	
Appendix C (Letters of Support)	

This example is longer and the section divisions are more detailed:

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PANELIST'S GUIDE TO THIS PROPOSAL

OFFICE OF EDUCATION EVALUATION CRITERIA AND THEIR APPROPRIATE SECTION IN PROPOSAL

	Pages
General Criteria	
Applicant Qualifications	
Project Director and Staff	87-91
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PART II.C: THE ABSTRACT

The abstract is a shortened (200-250 words) version of the heart of your proposal. It gives the proposal reviewer a chance for a quick review of the projects submitted for funding. If you are funded, it may also be used by the funding agency as a description of your project in their publications, or submitted to a computerized retrieval system. You might send a copy of your abstract to local or state organizations that might be supportive of your project. If you must develop your own abstract form, include a need statement, objectives, procedures, evaluation, and your methods of dissemination.

THE ABSTRACT

The abstract should include a brief description of the activities to be undertaken so advice can be given on the eligibility and appropriateness of the program. The prospectus should CLEARLY and CONCISELY delineate:

1. The Title

2. The Need (including such matters as the importance of the problem and the innovativeness and timeliness of the project or program)

3. The Objectives to be Accomplished (Be realistic, do not present a "laundry-list" of too many elements under simultaneous investigation or study)

4. Methodology, Organization, or Procedures (It is important that your procedures are matched with and suited to the Stated Objectives; if you want, show your knowledge of related work in the field)

5. Relationships to other Disciplines and Problems (including such matters as its universality -- i.e., the significance of the activity for improvement beyond the local setting in which it would be carried out)

6. Resources and Personnel Available (If you wish, enclose personal resumes, bibliographies, etc.)

OF COURSE, THIS LISTING IS NEITHER EXHAUSTIVE NOR INFLEXIBLE. MAKE NECESSARY MODIFICATIONS.

This abstract is intended not only to help the potential investigator or coordinator avoid spending time on a formal proposal that would be ineligible or inappropriate, but also to serve as a vehicle to draw on the administrative professional expertise of those closest to the funding sources. The more feedback obtained, the greater the resources the applicant will have at her disposal before writing her formal proposal(s). Since most offices are obliged to give attention first to review of formal proposals and monitoring of approved projects, abstracts are reviewed as time permits. The potential applicant is encouraged, therefore, to forward her prospectus WELL IN ADVANCE OF THE TIME SHE PLANS TO SUBMIT A FORMAL PROPOSAL.

--Urgo, 1969

The following is an example of a clear, concise abstract:

Abstract

PROMOTING EDUCATIONAL EQUITY THROUGH SCHOOL LIBRARIES

OVERVIEW

The unique role of the school librarian suggests that he or she is the one person in a school who can ensure that new materials which promote educational equity are both acquired by the school and used by students and teachers. A project is proposed which involves the development of instructional materials for training school librarians to promote educational equity through acquisition and utilization of materials appropriate for this purpose. The potential contributions of this project are: (1) identification of the specific competencies which school librarians must acquire to promote educational equity in the schools; (2) development of a set of learning modules which are effective and efficient in helping librarians acquire the competencies; and (3) simple and inexpensive dissemination of a learning program which can have immediate impact on the educational practices of elementary and secondary schools.

OBJECTIVES

The major intended outcome of the project is the development of training modules which will lead to acquisition by a high percentage of school librarians of specific competencies related to evaluation, selection, acquisition, and utilization of materials which promote educational equity in the schools. Critical en-route outcomes are: (1) identification of the appropriate competencies; (2) development of training experiences; and (3) development of valid and reliable measures for assessing performance on the competencies.

PLANNED ACTIVITIES

Development of the program will take place through a cycle of tryouts and revisions. Materials and procedures will be pilot-tested and field-tested with a group of professional school librarians enrolled in in-service courses offered by the Department of Educational Technology and Library Science, Arizona State University. At the end of the funding period, the revised and validated program will be packaged and made available to educational agencies involved in the in-service and pre-service training of school librarians.

--Tyler, grant proposal

The following abstract puts all the relevant information together on one page which is a good length for an abstract:

ABSTRACT

To isolate the causes of women's avoidance of mathematics and to trace the development of their decision for non-participation, we propose a longisectional study of about 1200 students currently enrolled in the sixth and ninth grades. These students will be drawn from three diverse school systems (one rural, one suburban, one urban). Extensive data is currently available on a substantial subgroup of these populations from research conducted in 1976-77 by the proposed principal investigator, on why women avoid mathematics. Those students on whom data is available will comprise Cohort 1 in the proposed study and will be followed for two years through the use of a questionnaire administered once a year and follow-up interviews of those students whose interest in mathematics has changed most drastically over a year period. Cohort 2 will consist of the remaining children at Cohort 1's grade level in the three school systems, and will be tested by questionnaire in the first year of the proposed study, and by questionnaire and interview in the second year.

Eight areas have been defined as possible predictors of participation in mathematics and will be examined: quantitative ability; spatial ability; attitudes toward the creativeness, accessibility, and usefulness of mathematics; a stereotype of mathematics as a male domain; mathematics anxiety; influence of significant others; expectations of future quantitative experiences; and career aspiration. Analyses of the data will involve comparisons of the sexes on each variable, correlations of each variable with the criterion of participation (or plans to participate) in high school physical science courses, and assessments of the value of several structural equation models in explaining the interrelationships of all of the variables. Special path models will be tested dealing, in particular, with the process of development of the decision to avoid quantitative subjects.

--Brush, grant proposal

PART II.D: THE NEED STATEMENT

The need statement presents and documents the existence of a problem or need which your project is trying to fulfill. It defines the scope of your problem, and your general approach and goal. It discusses your proposal as it relates to previous research and field experience. It demonstrates your project's potential for use in other areas. Your need statement relates your need and approach to the funding agency's interests. Depending on the nature and complexity of the project you are proposing, the need statement should be between three and fifteen pages.

PROBLEM STATEMENT OR ASSESSMENT OF NEED

In the introduction you have told who you are. From the introduction we should now know your areas of interest -- the field in which you are working. Now you will zero in on the specific problem or problems that you want to solve through the program you are proposing.

Pitfalls

There are some common pitfalls which agencies [or individuals] face when they try to define problems.

Sometimes an organization will paint a broad picture of all the ills plaguing people in a part of the community. Proposal writers do not narrow down to a specific problem or problems that are solvable, and they leave the funding source feeling that it will take a hundred times the requested budget even to begin to deal with the problems identified. This is overkill. It often comes from the conviction of the applicant that it must draw a picture of a needy community in all its dimensions in order to convince the funding source that there are really problems there. All that this does is to leave the funding source asking: "How can this agency possibly hope to deal with all of those problems?" Don't overkill.

Narrow down your definition of the problem you want to deal with to something you can hope to accomplish within a reasonable amount of time and with reasonable additional resources.

Document the Problem

Document the problem. How do you know that a problem really exists? Don't just assume that "everybody knows this is a problem..." That may be true, but it doesn't give a funding source any assurance about your capabilities if you fail to demonstrate your knowledge of the problem. You should use some key statistics here. Don't fill your proposal with tables, charts and graphs. They will probably turn off the reader. If you must use extensive statistics, save them for an appendix, but pull out the key figures for your problem statement. And know what the statistics say.

We saw one proposal where an agency presented demographic (population statistics) pictures of two communities, one in which the program was to be conducted and another nearby community where there would not be a program. Every statistic (percentage unemployment, ethnic breakdown, number of youth, number of juvenile arrests, etc.) pointed to a vastly greater problem in Community B than Community A yet Community A was the proposed site of the new program. Any reviewer would seriously question the program based on those accompanying statistics.

To summarize, you need to do the following:

* Make a logical connection between your organization's background and the problems and needs with which you propose to work.

* Support the existence of the problem by evidence. Statistics, as mentioned above, are but one type of support. You may also get advice from groups in your community concerned about the problem, from prospective clients, and from other organizations working in your community and professionals in the field.

* Define clearly the problems with which you intend to work. Make sure that what you want to do is workable -- that it can be done within a reasonable time, by you, and with a reasonable amount of money.

-- Kiritz, 1974

The Problem Statement or Needs Assessment

The Characteristics of a Good Problem or Needs Statement

1) Documentation

A well-prepared problem statement presents documentation of the existence and extent of the problem. Where statistics are not available, authoritative statements describing the problem may be cited. For example, if we are dealing with drug abuse in an area where statistics have not been collected (e.g., in a particular school in our community), statements of the problem could be obtained from the school nurse, school administrators, local public health officials and other agencies that might have contact with the student population.

Through statistics or authoritative statements, the problem is documented. The assumption should never be made that we or our funding source clearly understands the nature of the problem and, therefore, that documentation is not necessary.

2) Understand your Statistics

Statistical support of your problem statement is extremely valuable. But understand what your statistics say, and use them sparingly. A few well-chosen, valid and documented statistics are far more powerful than pages of tables, charts and graphs. A ream of statistics, thrust into the body of your proposal, will most likely intimidate, bore, or otherwise turn off the reader. If you feel compelled to use very extensive statistics, save them for an appendix where they won't be read anyway.

Make sure you know what your well-chosen statistics say. In a great many proposals the statistical presentation of the problem fails to support the thesis of the writer. The statistics may illustrate another point, deny an argument, or in some other way fail to support the proposal. We recently reviewed a problem statement with demographic information presented on two adjacent Ohio communities. One of the two communities was clearly more in need than the other, having higher rates of delinquency, school drop-outs, unemployment, etc., and lower per capita income. The community with the greatest need as indicated by the statistics was not the community chosen for the project and thus the entire proposal became suspect.

3) Use Comparative Statistics

Wherever possible, use comparative statistics to make your point. What does it mean if 15 percent of the population of a community is elderly? We don't know. However, if 10 percent of the surrounding communities is elderly, you can indicate that the population of elderly in your community is 50 percent higher than that in communities around you. In addition, what are the comparable statistics for the county, state and nation? If you know these statistics, you can determine whether your community has a relatively high concentration of elderly, or whether it does not. It will help you put the problem in perspective.

4) Limit your Scope

Don't try to overwhelm the reader with your problems or needs! Many planners or proposal writers overkill in their problem statements. They are so concerned about the nature and extent of problems which exist in their community that they attempt to "sell" the funding source primarily on the basis of needs. This results in proposals which describe all the ills in a low-income community--ranging from lack of jobs, school drop-outs, malnutrition, juvenile delinquency, drug and alcohol problems, etc., and then ask for $25,000, presumably to deal with all of these problems. In this instance you have such a broad problem statement that you cannot possibly deal with it. The alternative is to narrow your scope to those problems with which you can deal considering your existing resources and those you are asking of the funding source, within the time frame of the proposed program.

5) Understand the Problem

A drug rehabilitation center, concerned with the inability of its graduates to obtain jobs, proposed a major, in-house aircraft mechanics training school. The center had a good record in rehabilitating drug users, but knew that staying clean was more likely if the graduate had a job to go to after graduation. Two aircraft companies were located near the center and each had openings for mechanics, as well as their own training programs. The drug center proposed that an in-house training program (cost %500,000) could prepare its graduates for employment with these two companies. But they hadn't researched the problem adequately!

There had not been sufficient discussion with these two potential employers to determine why their graduates were not gaining entrance to the existing training programs at the two companies. The potential employers' attitudes toward drug offenders might have been a critical factor. If the companies did not want to employ ex-offenders or ex-drug abusers, then all the training in the world would not have secured additional jobs at these two companies. On the other hand, a much more modest program, geared towards changing the attitudes of the employers, might bring about the desired results, without the need for creating any new training program. With changed attitudes, the graduate might well be placed in the existing training programs of these two companies. The moral of this is to keep your focus on identifying and solving the problem, not on creating new programs.

6) Don't Fall in Love with your Program!

In other words, don't become so committed to your program, your methodology, your solution, that you lose sight of the problems or needs of your constituents. Focusing on problem identification, and then setting objectives which relate to the problem, allows you to explore all possible alternatives for solving the problem. If your commitment is to your methodology, your proposal may well end up as an attempt to rationalize--to "justify"--your program. If your commitment is to solving problems and meeting needs, then you just might do it.

7) The Circular Problem Statement

One kind of often-seen Problem Statement declares that the problem is the lack of a specific program in a particular geographic area. This is an excellent example of circular reasoning. For instance: "The problem in this community is that there is no effective tutoring program available and therefore we propose to establish one." This statement says that the problem is the lack of what we have to offer. Avoid this kind of statement. The problem is underachievement in school. Your proposed solution is some specific tutoring program. There could be many reasons for the lack of a tutoring program in your area. Maybe it isn't a very good idea. Maybe it's been tried and failed ten times in the past several years. Just because something isn't there doesn't establish a need for it.

--Kiritz, 1974

The most vital element in the program planning process is the Problem Statement.

The Importance of the Problem Statement

A clear, well-defined problem statement leads directly to the statement of objectives. This is the problem, and this is what we proposed to do about it. Often the objectives involve a reversal of the problem situation. To illustrate:

The Problem: is an increasing number of alcohol related driving offenses in a community over the past three years, including a (documented) increase in arrests from A to B, an increase in accidents from C to D and an increase in deaths from E to F. This compares to smaller state and national increases (provide comparative statistics).

The Objectives: are to reduce the number of the alcohol related incidents described above. (Some valid projection of what might be accomplished could be included, such as the success of similar programs in other geographic areas.)

Focus on Problems, Not Solutions!

Is this how programs are usually planned?

No, it is not! The logical sequence of problem, objective, method, and evaluation is not how most plans are formulated, nor how most proposals are written. It is more likely to find the proposal starting with, and focusing on, a solution rather than a problem. For example:

> "This project deals with an Internal Criminal Justice System problem, i.e., the need for adequately funded and operated group homes in a period of changing the emphasis from institutional to community treatment." Or,
>
> "There is a great need in an area where the unemployment rate runs 30 percent among Blacks and Mexican-Americans to provide skill training for employment in a short intensive period of time instead of the multiple semester system."

What is wrong with these problem or needs statements? They both start out with a preconceived statement of methodology -- a commitment to program methods -- instead of starting with a clear definition of a set of problems, followed by the development of objectives and then the selection of appropriate methods. The commitment to methods, activities or programs, rather than to solving problems or meeting needs, is a major reason for the lack of impact to many programs. Too many of us become enamored with the things we want to do, the alternative programs we want to create, the activities that excite us, while few focus on identifying problems and seeking the best solution among the many possible.

--Kiritz, 1975

The following is an example of a needs statement which is well-prepared. It documents a problem by providing statistics. However, the proposal does not include a program to alleviate the funding problem, and the section on funding does not add to the understanding of the need which this women's center is proposing to satisfy.

NEED AND IMPACT

NEED AND TARGET POPULATION

Executive Order 11246, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, Title IX of the Education Amendments of 1972, Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act and the Women's Educational Equity Act all speak to the existence and manifestation of sex discrimination in educational institutions. A local response to the problem of sex stereotyping and discrimination recognized by the pieces of legislation and Federal Executive Orders has been the creation of women's centers[1] within colleges and universities.

A 1974 Ford Foundation funded study by Judy Bertelsen of Mills College provides information on 40% of all the identified women's centers (215)[2]. The study cites two characteristics of these centers which directly affect educational equity in higher education. First, they provide direct services to supplant existing biased services or to meet needs where services are nonexistent. Bertelsen's report reveals some uniformity in services identified as necessary and actually offered by centers despite differences in resources available. She found that 87% maintain a library of women's literature, 80% provide speakers on women's issues, 71% organize consciousness-raising groups, 59% offer personal counseling, 49% provide referrals to feminist counselors and therapists, 50% offer non-credit workshops, 43% offer credit courses or plan women's studies courses, and 17% provide child care[3].

Second, women's centers were founded to reach a population more diverse than that served by traditional college/university services. The study stated that "college women's centers tend to appeal to a wider range of women than traditional-age students. More than many campus services, women's centers often attempt to bridge the gaps that separate women--gaps such as traditional student-faculty, faculty-staff, young-old splits as well as life style, class and racial or ethnic splits."[4] Based on her on-site investigations and interviews, Bertelsen concludes that Everywoman's Center is one of those centers that is successful in accomplishing this "bridging."

We have found that our ability to bring together and to respond to the needs of diverse groups is central to the bringing about of institutional changes as well as to the providing of effective, direct services. As a multi-faceted center, we are the only department on campus (outside of the Chancellor's Office or central administrative offices) concerned with all aspects of the University experience -- admissions, financial aid, personnel, housing, course content, promotion and tenure policies and practices, health services, academic programming, etc. Everywoman's Center thus maintains an overview of the University and takes responsibility for advocacy and program creation wherever significant issues pertaining to equity arise. We are able to act as a central place where needs identified by diverse populations can be expressed, where solutions can be explored and where resources from within many departments can be drawn upon. Problems do not get fragmented because of limited departmental responsibilities or resources. Instead, issues can be responded to with an awareness of the complexity of the whole. This cross-departmental position is the potential and sometimes actual vantage point of all college/university women's centers.

While women's centers appeal to and have chosen to address the needs of a wide range of women and thus are in a potentially strong position to make a valuable contribution in the struggle for educational equity, two ongoing problems seem to inhibit their more effective functioning and, hence, to minimize their contribution: (1) the lack of information on the resources, experiences and accomplishments of successful centers; (2) insufficient funding to conduct programs which would foster equity at their respective institutions.

Concern over the lack of dissemination of information has been expressed by the Project on the Status and Education of Women. Their September 1975 report, "Women's Centers: Where Are They?", acknowledges the increase of centers (from 215 in their June 1974 report to 600 in the September 1975 listing), but also recognizes that "too often, however, they operate in isolation without the benefit of close communication with other similar groups," (p. 1). The Clearinghouse International of the Woman's Forum in Chicago also notes that a major problem for those active in women's issues is duplication of programs without the benefit of knowing what others have done, been successful at or what others have learned from varying approaches to similar problems.

The experience of the staff of EWC confirms the views and concerns of these two nationally focused organizations. During the last two years, one hundred and nine (109) college or university based women's centers have written to us requesting information on EWC as a model of a multi-service center. They asked questions about our organizational structure, funding, accomplishments and failures. They also raised questions on negotiating with administrators and a range of other issues encountered in their efforts to establish a center at their institutions. Two typical examples of these requests are the following:

> "It is our understanding that there is a fine women's center already established at your University. It would be of great assistance if you would reveal to us any information which would assist us in setting up a comprehensive and attractive center. We are particularly interested in any advice you may have regarding pitfalls and or successes experienced during the establishment of your facility. Please include any available information about services offered, e.g., switchboard, counselors, library, etc., initial costs, last year's operating costs, method of funding initial operation, response to center -- estimate number of women using the center, reaction of the University and local communities to the center..." (from a large state university in New York)

> "I am writing specifically concerning the women's center. They have been operating for one year now and could still use a lot of advice on how to organize. The group is composed of a small but dedicated number of women, with little organizational experience. Most of them are very young, having just graduated from high school. I was wondering if you could send over a Project Self brochure and any other materials which could give us some idea of the range of programs we could get into. Even more badly needed is any advice on how to deal with administrators, etc., and on how to organize. I am aware of some of the programs of EWC but was not around when the Center was founded and therefore know very little myself on how to get on firm footing..." (from a community college in Massachusetts)

Confirmation of issues regarding organizational structure as an important concern for women can be found in the work of Rosabeth Kanter[5]. She notes that sex can be seen as an important variable affecting the lives of groups, given the significant differences in the positions and power of women and men in society and organizations. This underlines the importance of the need for assistance in negotiating/dealing with administrators. Particularly since the Bertelsen study notes that women's centers as organizations struggle to exist and succeed within the United States higher education milieu which her study characterized as "dominated by men."

In addition to informational needs and requests for assistance, women's centers from one hundred and ninety one

(191) colleges have written requesting information on specific programs or special projects of EWC. Again, the requests are for information on how programs were planned, supported and administered. These direct requests for help are a clear expression of the need for information and the need to benefit from the knowledge and skills of other experienced and successful centers.

The second factor inhibiting these centers' more effective control to educational equity has been the difficulty experienced in getting and maintaining funding from their institutions. The Bertelsen study found that of the women's centers responding, only 11% has stable line item budgets totaling more than $10,000. Forty-seven percent (47%) of the centers were dependent on "temporary college budget allotments, student government grants, women's center projects or small donations and fees" totaling less than $10,000.

Based on the needs as identified by the work of the Project on the Status and Education of Women, the Clearinghouse International of the Women's Forum, the Bertelsen study and the work of R. M. Kanter, and as evidenced by the demands on EWC for information and assistance, it is apparent that if women's centers within institutions of higher education are to play an active and vital role in promoting educational equity through the provision of direct services and through advocacy for institutional change, then specific actions need to be taken to assure that those involved in such endeavors benefit from the experience and skills of others.

NOTES

1. Women's Centers is a term used to identify the focus of the work and does not indicate exclusion of men from activities.
2. Bertelsen, Judy, "Two Studies of Women in Higher Education," Mills College, Oakland, California, May, 1974.
3. Bertelsen, pp. 35-38.
4. Bertelsen, p. 40.
5. Kanter, R. M., "Women and the Structure of Organizations" in Another Voice: Feminist Perspectives in Social Life and Social Science, ed. by M. Millman.

--Girard, grant proposal

PART II.E: THE LITERATURE REVIEW

The literature review is the result of your thorough search of published materials related to the project you are proposing. It includes some of the most significant and relevant studies you have found and supports the contribution that _your_ approach will make.

For more information on this key component of your proposal, see "The Review Related Research" by Carl M. Lindvall which appeared in Volume 40 of _Phi Delta Kappan_ (1959) starting on page 180.

There is no set length for a literature review; it should contain the most relevant and well-designed studies that are published in your project area in order to back up your need statement. Check in the RFP or Federal Register to see if a literature review is required; if it isn't, you can include the type of information given in a literature review in your need statement. The following literature review contains the studies found by the proposal writers that were most relevant to their project. Notice that they point out a lack of research in one area, but only after an exhaustive search of the literature.

Reviews of the available literature suggest that such theoretical conceptions of achievement in females as are available are focused on adult women (Brunch, undated; Brunch & Morse, 1972). Much of the empirical work regarding antecedents for career attainment center on college age female populations (Helson, 1967) adult women (Tangri, 1972) achievers (Bachtold & Werner, 1970) and creatives (Joesting, 1975). Where sex differences are concerned, emphasis is heavily upon either the early childhood years (Maccoby & Jacklin, 1974) or adult years (Hochschild, 1973).

Similarly, information regarding developmental antecedents of career aspiration tends to be based upon retrospective studies. Astin's (1968, 1974, 1975) work stands out as an exception in this regard. Indeed, she points out that research in the area of sex differences is often, "... descriptive in nature, however, and it does not attempt to explain the etiology of the obscure sex differences. Thus it often reinforces sex stereotyping and does not provide information that could be useful for social policy" (Astin, 1975, p. 422).

Several motivational and personal psychological constructs do appear to show promise as useful explanatory concepts for an understanding of the developmental progression girls make toward vocational maturity. Among these are self-concept and feminine role concept as demonstrated by Putnam and Hansen (1972) and the motive to avoid success (Horner, 1972). While sex differences in success avoidance fail to show sharp distinctions in recent data collections, it is a construct believed to be of value as a cultural reflection for girls in the adolescent period between 14 and 16 years of age (Romer, 1975).

The literature relating to career development and sexism appears to be fragmented, inferential, and highly speculative. While some data exist regarding cognitive, affective, and familial factors, there is an absence of a coherent body of empirical research and sound theoretical formulations upon which diagnostic and prescriptive assessments can be made for adolescent female groups. Such deficiencies become heightened by the rapid rate of change in society and for specific groups whose special needs have only recently been recognized.

One indication of altered perspectives resides in the area of a broadened conception of the nature of talent, giftedness and creativity, which has resulted in a multi-dimensional view (Guilford, 1975). Nowhere is this more critical than with regard to the manifestations of creative potential in the lives of women as Torrance (1972) has documented in his follow-up study of the career patterns of 58 high school girls 12 years after graduation. While particularly impressive attainments in writing, creating, educational materials, scientific research, and music were achieved, Torrance (1972) also notes, that for some of his respondents "...there are severe restrictions placed upon creativity by society."

A mapping of limits placed on adolescent girls must include institutional as well as internal barriers and the interaction of these forces. The literature regarding mathematical and scientific achievement exemplifies this intersect (Helson, 1961; Walberg, 1969). Most recently Hilton and Berglund (1974) and Julian Stanley (Stanley, Keating, and Fox, 1974) have studied the issue. In reviewing the Johns Hopkins data along with her own, Astin (1974) concludes, "In brief, the research literature to date suggests the following: differences grow greater with age; there are different factorial configurations for boys and girls with respect to mathematical aptitudes; interests, values and attitudes which affect mathematical development and achievement; there appears to be some biological basis for these differences, not as yet clearly identified or understood; and the evidence appears to be more convincing in the direction of a reinforcement of differences because of the relationships of these differences to age and sex role identifications" (p. 73).

While more direct evidence of talent losses in general among women have been documented since Wolfe's seminal work in 1954, it is clear that the issue has only recently been given specificity in terms of particular groups of women and within non-traditional as well as traditional categories. A target group for the present proposal is black women for whom particularly severe barriers exist.

Black girls, as they grow up, experience a special kind of socialization through the black community. Many have been reared in families where they were taught that black women will seek gainful employment, and that their earnings will be essential to the advancement of their families (Slaughter, 1972).

Women so reared seem not to care about the nature of their work; it is important that the work be stable. Also, they were taught to value education both for themselves and for their children, for it constitutes their new frontier.

Sociologists have told them that they run matriarchial households and that their men are weaklings, thus characterizing the women as villians when, in fact, society made it difficult for their men to obtain decent jobs. They are confused about the women's liberation movement (Slaughter, 1972 and Reid, 1975). Some believe that the movement is a trick-bag; what is more important is solidarity of black men and women for the elimination of racism. Others believe that they do have problems that can be addressed by the movement. But because their problems are different, they require a movement all their own.

Black women have been told that advances in civil rights and affirmative action have now enabled them to move ahead of black men in earnings and occupational placement, a move that is threatening to black men. We are now learning, however, that they stand on the lowest rung of the employment ladder, and that their attitudes about ways to move up are counter-productive. Recent labor market data, analyzed by Gurin and Pruitt (1975), revealed the following:

> Black women, even those who are highly educated and who hold professional jobs, do experience wage discrimination by race when their income advantage from more full-time employment is controlled. Black women, despite recent increases in their employment, are still under-represented in managerial jobs and in sales, clerical and professional jobs. Black women earn less than black men at every educational level and in every age cohort. Black women in the professions, when compared to black men, work disproportionately in the lower status professions. The increase for black women in occupational positions is moving so slowly that if it were to continue at the current rate, they would not reach the occupational position of white males for more than 135 years (as compared to 35 years for black males). Black women stress education rather than work changes as a way to move ahead occupationally. Although educational achievement is important, occupational placement seems to be more critical in the incomes of black women.

Not all black women are resigned to these notions about gainful employment. A recent study of 18 New York City black teenage girls, conducted by the Metropoligan Applied Research Center, Inc. (MARC) of New York City drew some conclusions that while not highly generalizable from a sampling point of view, do provide a glimpse of a different black woman (Stevenson, 1975). These young women, from the New York City poverty neighborhoods of Central Harlem and Bedford-Stuyvesant, "... felt that holding jobs as adults was essential to their self-esteem. But for the most part, their poverty status apparently did not increase their readiness to move into adult roles or to assume responsibility for self-support." Their families expected them to remain at home and to shoulder major household responsibilities -- chores that were far more important than working for low wages. They did not make long-range plans, and they moved in and out of the labor force whenever it was necessary. They were aware of racial prejudice in hiring and promotion, and anticipated exploitative sexual advances from male superiors if they were hired. To be sure, these expectations are not the sort that generate enthusiasm about gainful employment.

The Summer 1975 issue of the Occupational Outlook Quarterly (Stevenson, 1975) summarizes the results of a comprehensive study of the educational and job market experiences of young black and white women that was being conducted by Ohio State University's Center for Human Resource Research. The study was designed to provide a 5-year chronicle of the school and work experiences of a sample of over 5,000 women who were 14 to 24 years old. Black girls acquire fewer skills than white girls. Proportionately more black high school girls than white enroll in the general curriculum rather than a vocational, college preparatory, or commercial program. Black girls get fewer years of total education than do whites. The study supports other research showing that black girls are more likely than white girls to drop out of high school and less likely to attend college. Black girls know less about the work world than do whites. The study offers some evidence that women who know most about the work world fare best in the labor market. Years for Decision cautions that the association between occupational information and labor market success may reflect other variables, such as intelligence. The report nevertheless suggests that "occupational information may have provided a positive payoff in terms of labor market success."

Such characterizations of black women are bound to paint a picture of confusion when one considers roles, aspirations, motivation and expectations. If they do suggest confusion, they are not meant to suggest racial or sexual deficits. These role-related attitudes and values have constituted the coping mechanism by which black women have contributed to their own selfhood and to the survival of their people in America. The doors to employment offices have not opened as widely as black women had supposed, and even if they had, they might have been so constrained by their own attitudes and values as well as those of their families, and their perceptions of the world of work, that their participation in the labor force would have been little different from what it is today.

Astin (1975) documents the insidious relationship between socio-economic status and college gains for high ability women, ascribing the differential rates to influential factors beyond the customary demographic ones. Project Talent (Flanagan, 1966) from its early follow-up data provides further documentation of the differential rates of attending and persisting in post-secondary education for women. More recently an aggression of data provided by Van Dusen and Sheldon (1976) gives some encouragement that rates of college, graduate and professional school attendance are increasing for women. A recent survey of women's progress with respect to vocational education in non-traditional fields is not as heartening (Roby, 1976).

More dramatic evidence of the scope of the talent loss problem is available for the Greater Cleveland area where the proposed project is targeted. Reports released in 1975 by Zell and Weld reveal the significant discrepancies that exist between Cleveland area men and women attending local area institutions as follows:

Degree	Percent Men	Percent Women
Associate	56.3	43.7
Bachelor's	59.9	40.1
Master's	52.8	47.2
Doctor's	80.5	19.5
First Professional	88.4	11.6

Within the technical occupational programs, sex stereotyping by field was blatantly evident, e.g., secretarial technical 3.9% men, 96.1% women; law enforcement technology 93.2% men, 6.8% women. Sex stereotyping characterized the Bachelor's, Master's and Doctoral fields of concentration as well.

The problem is even more severe because of the sizable gap in higher education enrollments that exist between Ohio and the rest of the nation, a 27% discrepancy. While female enrollments have also risen by 27% since 1964, this growth is still considerably below the national average of 40%. A comparison with five surrounding Great Lake states shows that "Fifty-four percent of the difference in per capita enrollments was due to the unusually low numbers of women students at Ohio colleges and universities (Wild, 1975).

In summary, computer searches and literature reviews suggest that information related to the complex internal and institutional barriers to the fulfillment of diverse groups of adolescent girls tends to be either incomplete, fragmentary, or non-existent. A need, therefore, exists for establishing a data base for a program design which focuses upon the requirements of various sub-groups of adolescent girls representing a broad range of talent, for it is precisely at the time between junior high and senior high years when the drop in career commitment occurs (Eyde, 1970). The severity of the problem nationally is seriously exacerbated within Ohio and most particularly within the Greater Cleveland area. Patricia Minuchin (1972) cogently describes four goals which the present project addresses as a means for overcoming barriers to equity "(1) minimization of stereotypes; (2) provision of broad exposure to experiences, ideas and models; (3) education in skills for choice, problem-solving, and evaluation; and (4) enhancement of self-differentiation and self-knowledge."

--Dunne, grant proposal

PART II.F: GOALS AND OBJECTIVES

Goals are broad general statements that describe the purpose(s) of your project. Goals flow directly from your statement of need. Objectives describe how you will accomplish your goals. They are specifically stated, measurable statements of what you plan to do with the funds and time you have requested from the agency. The objectives provide structure for your proposed project.

A series of examples of goals and objectives from grant proposals are presented in the following pages.

The following example gives clearly-stated objectives which can be easily measured. The writer states in her preceding section how she is going to accomplish her goals, and gives evidence of measurement instruments. Her objectives and procedure sections are logically organized, and thus are convincing.

3.0 OBJECTIVES

The proposed study meets the needs and overcomes the limitations of the studies cited in Sections 2.0 and 2.1. The objectives of the proposed research are as follows:

(1) To determine the significance of each of eight factors in accounting for sex differences in participation in high school physical science courses: ability scores (quantitative, verbal, IQ); spatial-visualization ability; attitudes about the creativeness, accessibility, and usefulness of mathematics; the notion that math is a male domain; mathematics anxiety; future expectations of experiences with mathematics; influence of significant others; career aspirations.

(2) To examine the development of sex differences in these areas through a longisectional design.

(3) To develop and test several path models which may explain the interrelationships of the eight factors suggested by the literature in "causing" lower participation rates of women in mathematics.

(4) To specify the experiences which children feel are the cause of their attitudes and anxiety about mathematics, their career plans and future course plans in quantitative areas.

(5) To create a booklet which will be accessible to school systems to explain the results of this and related research and to provide specific suggestions emerging from the results as to how a school system can encourage more girls to participate in mathematics.

--Brush, grant proposal

This example gives a number of objectives which deal with attitudinal changes. When writing objectives such as these, it is important to clearly state how results are to be measured.

Goals and objectives which cannot be measured or "demonstrated" are often not as convincing to funding agencies as are goals which can be validated by formal testing.

CONTENT OF 'SEX ROLES IN CULTURAL PERSPECTIVE'

SEX ROLES IN CULTURAL PERSPECTIVE is a teaching approach designed for use with high school students over a semester-long period -- 15 to 18 weeks. This Section will describe the content of SEX ROLES IN CULTURAL PERSPECTIVE -- its goals, objectives and activities and the Annotated Bibliography of print and audio-visual materials -- which will be contained in the Teacher's Guide.

3.1 Goals and Objectives

3.1.1 Goals for Students

(1) To understand what cultural socialization is and how it has shaped cultural sex role expectations.

(2) To understand that one can exercise active control over one's own occupational and lifestyle choices.

(3) To be able to distinguish among cultural, historical and personal factors which affect decisions in the lives of older women and among cultural, historical and personal factors which currently affect one's own life.

(4) To become aware of the diversity of cultures that exist within this country, and the diversity of sex role definitions that exist within those cultures.

(5) To become familiar with women in one's own and others' cultures -- their experiences, their values, the obstacles they face, the dreams they have.

(6) To be able to recognize ethnic and sexual stereotypes, and describe possible economic and personal consequences which given stereotypes have on one's own future.

(7) To be able to make projections about the key decisions one will face in planning one's future, and in doing so to be able to distinguish between one's own expectations and others' expectations.

3.1.2 Intentional Objectives for Students

Through exposure to selected audio-visual materials, participation in a comparative historical and cultural approach, the collection of oral histories and exercises in which they project their own futures, students will:

(1) Be able to define socialization.

(2) Be able to distinguish between an actively-made and passively-made decision.

(3) Be able to differentiate historical events, cultural beliefs and practices, and personal actions which influence decisions.

(4) Be able to identify specific historical, cultural and personal factors which have influenced the lives of women in their own cultures and families.

(5) Be able to identify life activities or components -- work, parenthood, relationships -- in which women of various cultures have felt they could make choices, and those activities in which they felt few choices were available to them.

(6) Be able to identify the components in their own lives in which they can make important decisions which affect their futures.

(7) Be able to distinguish between others' expectations regarding their future life plans and their own expectations.

(8) Be able to project a range of possible economic and personal consequences which decisions in given components of their lives could have for them.

3.1.3 Corollary Objectives for Students

(1) Be able to recognize ethnic and sexual stereotypes.

(2) Be able to describe several possible economic and personal consequences which given sexual stereotypes could have on their own futures -- and the futures of their peers.

(3) Be aware of the diversity of cultural backgrounds of persons in this country and the variations in the way sex roles are defined in those cultures.

(4) Be aware of the diversity of life experiences of women of various cultures in their own communities.

(5) Be able to name specific ways in which these women have conformed to and contradicted the prevailing stereotypes about women.

(6) Be aware of the diversity of abilities and preferences within each individual, and particularly in themselves as individuals.

--Hunter, grant proposal

This project proposes to develop materials which will fulfill certain conditions which are listed. Although the objectives are general, much evaluation is built into the developmental stage of the project. In this way, products can be modified and corrected before they are included in the final package.

The objectives of this project are:

1. To develop, field test and validate six instructional units on sex stereotyping and sex roles in education that will:

    a. combine with the seven units developed under Federal Grant #0007605324 to provide a package covering a majority of required teacher education courses.

    b. provide low-cost, easily-used alternatives and supplements to existing pre- and in-service teacher education materials.

    c. provide alternatives to sex stereotyping behaviors for teachers.

    d. provide information on sex roles, sex stereotyping and its effects on teachers and student expectations and behaviors.

    e. increase participants' knowledge of non-stereotypic teacher behaviors and their knowledge of sex stereotyping and its effects on teachers and student expectations and behaviors.

    f. decrease teachers' sex stereotypic classroom behavior.

2. To develop a self-supporting long-term distribution system for the instructional units.

The project will have both formative and summative evaluation components. Formative evaluation of the products and the staff will take place throughout the duration of the project. Evaluation of each unit will take place twice before the nationwide validation. The script, handouts, and transparencies will be reviewed for accuracy, completeness and clarity by independent content area and multi-cultural specialists prior to recording. Based on reviewer comments, revisions will be made. A preliminary or embarrassment field test of the unit will be made prior to nationwide testing to determine problems of clarity and visibility. Based on participant feedback, revisions to the unit will be made as necessary. Results from the nationwide validation will also be used both to make necessary revisions to the unit being tested and to help make decisions about the format and content of instructional units yet to be constructed.

--Campbell, grant proposal

PART II.G. THE PLAN OF ACTION

The plan of action (also called Procedure or Scope of Work) tells how you plan to accomplish the previously stated objectives. It is a description of whatever techniques or methods you plan to use in carrying out your project. It is the longest section of your application, at least five pages and sometimes up to fifty.

METHODS

The informed reviewer wants to know why you have selected [your] methods. Why do you think they will work? This requires you to know a good deal about other programs of a similar nature. Who is working on the problem in your community and elsewhere? What methods have been tried in the past and are being tried now and with what results? In other words, can you substantiate your choice of methods?

One agency recently brought a proposal into class that dealt with the provision of counseling services to delinquent youth by professional social workers with MSW degrees. Each of these two professional staff members was to receive a salary in excess of $15,000 per year. The agency was concerned about the limited number of MSW's they could hire within their budget limitations.

A number of questions were raised about this program. One key question was this - why did you decide that professional social workers with MSW degrees and $15,000 salaries were necessary to the success of your program? Do you have any evidence that similar programs have been effective elsewhere? What other models exist that you could work with? Is it possible that paraprofessionals (non-degreed workers, even ex-offenders themselves) could do the job as well or perhaps better than the trained professionals you want to hire? Do you know of programs using paraprofessionals in this capacity and have you assessed the results of such programs? How can you complain of lack of sufficient money to employ more than these two highly-trained staff when you don't know if there is a less expensive, and perhaps more successful, model to follow?

The consideration of alternatives is an important aspect of describing your methodology. Showing that you are familiar enough about your field to be aware of different models for solving problems, and showing your reasons for selecting the model that you have, gives a funding source a feeling of security that you know what you are doing, and adds greatly to your credibility.

One planning technique which you might want to use is this. Take a sheet of paper and divide it into columns. The first column is the "problem" column, and the second is headed "objectives," the third "methods," and the fourth "evaluation." If you list all your objectives separately in the second column, you can then identify the problem that it relates to, the specific methods in your program that deal with the objective, and the criteria of success in reaching the objective as well as the method of evaluation.

This helps you to see whether you are truly dealing with all of the problems you talked about, whether your objectives relate to the problem(s), whether you have a method of reaching each objective, and whether you have set up an evaluation mechanism to deal with your entire program.

--Kiritz, 1974

In the following excerpts from grant proposals, example one discusses the procedure to be followed in a well-organized and logical fashion. It gives point by point methods, uses diagrams where appropriate, and the specific testing instruments to be used.

PROCEDURE

The procedure section is divided into six sections: Design, Sampling, Analysis: Year 1; Analysis: Year 2; Instrumentation, and Permissions.

DESIGN

The planned study will involve two years of data gathering on approximately 1200 students. Cohort 1 will consist of the 341 sixth and 342 ninth grade students on whom extensive data is available from the Brush 1976-77 project. The sixth graders will be followed through seventh and eighth grades, the ninth graders through eleventh grade, so that at the end of the 1978-79 school year this longisectional testing will provide data on sixth through eleventh graders. Because data are also available on 302 twelfth graders from the Brush 1976-77 study, the entire age span of special interest to NIE will be covered. Cohort 2 will be composed of the approximately 520 students who are in the same grades and school systems as the students in Cohort 1, but were not tested in 1976-77.

In Year 1 of the project all students will be given a questionnaire which will take up one 40-minute class period. All eight of the hypothesized areas of relevance to participation in the physical sciences will be tapped. Those students in Cohort 1 who show the greatest amount of change in scores from the 1976-77 testing to the Year 1 testing (1977-78) will then be interviewed to assess why those changes have occurred.

In Year 2 of the project all students will be re-tested using a similar questionnaire, and students in both Cohorts 1 and 2 will be chosen for interviews on the basis of their change scores from Year 1 to Year 2. The following diagram summarizes the design:

COHORT	SAMPLE	DATA AVAILABLE	DATA TO BE GATHERED	
	(1976-77 grade levels)		Year 1 1977-78	Year 2 1978-79
1	341 sixth graders 342 ninth graders	Availability scores	Spatial-visualization scores (10th graders) Questionnaires Interviews	Spatial-visualization scores (6th graders) Questionnaires Interviews
2	200 sixth graders 320 ninth graders		Year 1 Ability scores Spatial-visualization scores (10th graders) Questionnaires	Year 2 Spatial-visualization scores (8th graders) Interviews Questionnaires

Let us consider each element of the data gathering in turn.

Ability and spatial-visualization scores. For Cohort 1 scores of IQ, verbal percentile, and math percentile were acquired in 1976-77 from the schools' Guidance Departments. They will be requested for Cohort 2 in Year 1 of the proposed research. The spatial-visualization scores from the DAT Space Relations section will be collected in Year 1 for the then tenth graders in Cohorts 1 and 2; they will be available in Year 2 for the then eighth graders in all school systems. Permission for the release of these scores has been secured by the principal investigator.

Questionnaire. In Year 1 the questionnaire will consist of two parts: background information and scales to measure the eight hypothesized variables of interest. In Year 2 the questionnaire will consist of only the scales. Background data will include sex, age, ethnic background, grade in school and school attended by the child, number and age of siblings, and parental occupations and education. Such information should not change in unpredictable ways from Year 1 to Year 2. . .

-- Brush, grant proposal

Example two outlines two sections of a project and discusses specific products of the program.

PLANS FOR INFORMATION AND REFERRAL CENTER - 1977

Our plans include the development of a Women's Action Alliance Speaker's Bureau which would be coordinated by Project SHARE. The emphasis would be on sharing with others the expertise and information we have at the Alliance. We would begin by designing a brochure listing all those topics on which Alliance staff could speak, and then send it to groups planning conferences and/or needing speakers. Fees would be charged to those groups that could afford it.

In order to help the most people as they, in turn, work for change, we continually analyze what materials they will need. Based on our logs and dialogues with our constituency, we propose the development of the following materials:

A (More) Practical Guide to the Women's Movement. The Guide has been one of our most popular and well received publications. Among many women's organizations it has become our "trademark." We plan to revise and update our current Guide in order to reflect the specific information our constituency now needs. A (More) Practical Guide to the Women's Movement will include:

National Directory of Women's Groups. This section will provide the most comprehensive guide to all those national groups which are working on women's issues. It will describe each group's activities, services, publications, structure, and resources. Many organizations will be included in the listing which have never been previously identified as part of the "women's movement." All the many groups participating in the efforts of the U.S. National Women's Agenda and Task Force will also be integrated in the listings.

Resource Listings. For each issue area, we would compile and annotate a list of the most useful bibliographies and key resources for each area (publications, training programs, experts, etc.). In addition, we would include a list of regional directories -- all those "Yellow Pages" of local services by and for women. We would also provide a comprehensive list of women's periodicals and bookstores.

Note: The Consciousness-Raising Guidelines formerly included in the Guide would be offered in a separate booklet.

A Catalogue of the Library's Holdings. We strongly believe in replication of "models." In order that more people can benefit from a collection similar to the one we have at the Alliance, we plan to prepare and maintain a "holding list" of our library collection. It would include books, pamphlets, studies and periodicals. This would help other women duplicate parts of our collection and borrow from it, via our inter-library loan system.

An Historical Archive of Conferences By and For Women. We would compile actual conference announcements, brochures and follow-up reports which would provide an instant historical overview of issues of concern to women, as well as experts for each area. Plans will be made to duplicate this archive so that we can send it to those who request information on conferences -- whether it be from an individual or the NEW YORK TIMES travel editors.

PLANS FOR TECHNICAL ASSISTANCE - 1977

Two new activities are planned for 1977 which will help us provide our services more efficiently and to more people. We expect to hold workshops and develop a talent bank, in addition to continuing the development of "how to" packets.

Workshops. We believe the workshop format is ideal, allowing us to reach more groups at one time. Participants will benefit from mutual experiences and support.

We plan to hold regular fundraising workshops for women which will take them through the basic steps of fundraising, including proposal writing and fundraising research. More advanced sessions will focus on long-range planning, in which groups will be encouraged to share both their successes and failures.

At least twice a year, we plan to hold workshops on how to set-up women's collections, run by our librarian. These sessions would include: starting and maintaining women's collections, designing a personalized cataloguing system, allocating funds and developing an inexpensive acquisitions system.

Talent Bank. We would like to develop a talent bank of technical assistance experts, particularly in the areas of organizing and training. We know that there is little available information about training programs for women, and those few trainers which are currently active are difficult to locate. We would identify them and then evaluate the programs they offer by attending as many workshops and programs as possible. In addition, because such programs are often expensive, we would like to screen them as a service to our constituency. We would also like to become a clearinghouse for women planning conferences by suggesting speakers, programs and issue experts. At the end of the year, we would compile a DIRECTORY OF TECHNICAL ASSISTANCE EXPERTS AND PROGRAMS (listing the best trainers and training programs) which would then be made available to women preparing programs and conferences.

Materials.

How to Prepare a Budget. This pamphlet will be an invaluable aid to those preparing proposals and will be designed as a supplement to GETTING YOUR $HARE. It will explain the process of preparing a budget, detailing which items should be included and offering guidelines for estimating costs.

Directory of Technical Assistance Experts and Programs. (See description under Talent Bank.)

--Sprung, grant proposal

The third example also presents a clear, logically organized procedure.

Description of the Planned Program

The project directors anticipate that the program will include several key modules. One module will be developed which trains librarians to identify sex role stereotypes in educational materials. Emphasis will be on identifying both the more obvious stereotypes in sex roles and illustrations and the more subtle stereotyping implicit in the English language. A module will also be developed to train librarians to: (1) apply evaluative criteria related to the selection of materials to supplement and counterbalance the curriculum and (2) develop criteria appropriate for particular school settings (e.g., criteria which reflect community values and the ethnic and socio-economic mix of the school's population). A third module will train librarians to develop goals for building collections which can serve to supplement and counterbalance the traditional curriculum and promote educational equity. A fourth module will focus on procedures for designing in-service workshops for teachers which present them with strategies for identifying and using library materials in their classrooms. Other modules will be developed to help librarians acquire other competencies identified in the early stages of program development. (See Appendix A, Description of Training Modules.)

Emphasis will be made in all training modules on the school librarian's role as an agent of change who can intervene effectively in the prevailing pattern of sex role stereotyping and sex role socialization in the schools.

Because school librarians are themselves subject to continual and subtle reinforcement of the sex roles which they have learned, the training modules must also focus on changing their attitudes as well as providing them with new and necessary skills.

Development of the modules will be consonant with the general philosophies of women's organizations and feminists encouraging educational equity in the schools. However, because there is no single philosophical stance (nor could there be) emphasis will be on the acquisition of competencies which will assist librarians in formulating goals and procedures which are appropriate for specific educational settings and community needs.

The training modules are planned to require approximately fifteen hours of instructional time, the equivalent of one semester unit of credit. The training can be accomplished in two days of in-service education or in shorter time blocks over a longer period of time. The time planned is deliberately short, reflecting the fact that school budgets and teacher contracts allow few in-service opportunities. And, despite the importance of the training, the project must reflect the fact that librarians need to acquire the specified competencies quickly so that changes in the schools can be accomplished as soon as possible.

Procedures and instrumentation for assessing attainment of the competencies taught through the modules will be incorporated into the program. These procedures, and procedures for measuring changes in attitudes, as well as attitude toward the program, are described in the "Evaluation Procedures" section below.

--Tyler, grant proposal

PART II.H: THE BIBLIOGRAPHY

The bibliography lists, in alphabetical order according to the author's last name, the published materials you have used in producing your proposal.

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--Hunter, grant proposal

PART II.I: THE EVALUATION PLAN

The evaluation plan of your proposal should describe how you will determine whether the project has achieved what you promised--your objectives. Your plan should include what is to be evaluated, how it will be evaluated, when the evaluation will be conducted, who will do it, and how the results will be used.

The first example of the evaluation section of a proposal gives specific information about how the program will be evaluated. It includes the names of testing instruments which will be used. The writers of the grant have built in flexibility, however, to change parts of the evaluation plan to make them appropriate to their own measurement needs.

(The validation will be in two parts. The first will be a national validation done using paper and pencil cognitive and affective measures.)

The national validation will be done with the assistance of the Task Force for National Validation and the Advisory Board. These groups include representatives from private and public, predominately black and predominately white, colleges, universities, and public schools from around the country.

For each instructional unit, the Task Force and Advisory Group members will select a sample of classes in the area targeted by a particular instructional unit. For example, for the instructional unit on Research and Measurement, undergraduate and graduate courses in a variety of educational research and measurement areas (i.e., Research Methods in Education, Educational Measurement, Teacher-Made Tests, Statistics) will be used as the population from which the sample will be selected. The sample will include pre- and in-service teachers from a variety of geographic areas. Subjects will be majority and minority, male and female, rural and urban educators of various ages and levels of experience. Several hundred subjects will participate in each validation study. Since the goal of the project is to construct instructional units that can be used in required teacher education courses and in-service programs, individuals will not be selected as participants, rather whole classes in the target area of each instructional unit will be selected.

Prior to going through the instructional unit, participants will take a test on the information presented in the instructional unit and a test on their attitudes toward sex roles and sex stereotyping. Each class will then go through the instructional unit and upon completion of the unit will again take a test on the information presented in the instructional unit and a test on their attitudes toward sex roles and sex stereotyping.

A cognitive multiple choice test will be developed for each unit, which will have content validity, split-half reliability and whenever possible, test-retest reliability. Each test will contain a minimum number of recognition questions and will concentrate on questions that are at the application level or above.

At this time it appears that the affective questionnaire will be an adaptation of the Bem Sex Role Inventory by Sandra Bem (1974). An extensive literature search of existing sex-role instruments has turned up no other appropriate valid, reliable measure and an attempt by the project director to develop such an instrument was not successful.

There is some question as to the validity of using affective instruments to assess the validity of the instructional units. There is evidence that a lack of change as measured by an effective instrument does not mean a lack of change in behavior. Redd (1976) found no change in teachers' scores on the Bem after they attended several sessions on sex role awareness but she did find a significant decrease in stereotyped teacher classroom behaviors after the teachers attended the sessions.

Because of Redd's results and because of the lack of appropriate instrumentation, there will also be a regional validation component that will concentrate on observation. With the assistance of the Advisory Board, a regional sample of teachers will be selected. These teachers will be observed, given the pre-measures, given the unit, given the post-measures, and again observed. The observation scale that will be used will be the Observable Stereotypic Behaviors Scale (OSBS) developed by Redd (1976). Observers will be trained prior to observing and will have an inter-rater reliability of at least .8.

Based on the results of the tests and observations, the instructional units will be revised as necessary and if the revisions are extensive, the instructional units will be retested. Finally results of the pre-post measures of the OSBS will be compared to the results of the pre-post measures of the affective measure to determine if results of the affective measure reflect the results of the observation scale.

Although the validation work will take place throughout the United States, the majority of the work involved in this project will take place in the State of New Jersey, primarily in Central New Jersey.

In a project of this type dissemination is important. Information on the existence of the instructional units must be given through traditional sources like the Journal of Teacher Education, the Educational Researcher, and the American Association of University Professors' Academe as well as through conventions of organizations like AERA, ASCD, and AACTE. However, in projects like this one, dissemination through traditional sources is not enough. Information on the instructional units must also be disseminated through alternative sources like the WEEA Information Clearinghouse, Women Educators, PEER, Title IX State and Regional Co-ordinators, Project on the Status and Education of Women, NOW, WEAL, KNOW, the Feminist Press and the Women's History Research Center.

While dissemination is important, utilization is even more so. Providing information is useful and necessary but it is not enough. People need to be encouraged to use the materials. The project will attempt to encourage useage by providing influential groups with free copies of the materials and information on how to get more copies. For example, General Assistance Centers come in contact with many principals and in-service co-ordinators who are interested in sex stereotyping. Providing each General Assistance Center with a set of units to use with these people should encourage the people to have a Title IX co-ordinator and a co-ordinator on sex bias in vocational education. Providing these people with copies of the units should also provide a ripple effect.

Groups like the Project of Status and Education of Women, NEA's Resource Center on Sex Roles, NOW's Action Office and AAUP's Committee W, should also receive copies of the units.

Successful dissemination and utilization must include the establishment of a self-supporting procedure for distributing the instructional units to all of those people who request them. This distribution procedure can be developed in several ways. One is to go through a professional publishing house, where they would do both the distribution and the long-term publicity and would add these costs and their profit to the cost of the instructional unit. Another method would be to set up a structure at Women's Educators, so that the organizations would distribute the tapes and be reimbursed by the income from the tapes.

A final method could be to set up a clearinghouse to market all the acceptable WEEA materials. This Clearinghouse would be funded during its development and organizational stages but would be self-supporting from that point on. The Clearinghouse could be part of an existing non-profit organization like the Resource Center on Sex Roles, an existing profit organization like FE Peacock Publishers or could be independent of any organization. During the project, these alternatives and others will be investigated.

Regardless of which distribution format is chosen, professional marketing and advertising people must be included in the distribution process and the cost of the instructional unit must remain low enough so that it would be easily available to individuals as well as institutions.

The project will also have several "managerial check points" to assist in the allocation of resources and to help keep the project to schedule. After the research is completed on a unit, after the script is written and after the preliminary field testing of each unit, there will be unit evaluation meetings of the staff to determine if we are on schedule, what resources are necessary to keep on schedule, if there is enough research gathered to develop the unit, and so on.

Staff will be formally evaluated quarterly in terms of the work they are producing. This evaluation will be based on the judgment of the director and the advisory board members with whom the staff person has been working.

Staff will also submit a weekly "work sheet" of activities to assist in both staff evaluation and project planning.

--Campbell, grant proposal

The next example shows point-by-point evaluation. Each objective is followed by a summary of how results will be measured.

B. Evaluation Design

1. Product Analysis

Included in the product analysis are the major outcomes of the project in terms of subject behaviors and of training modules and materials.

Objective 1

The first objective is to develop and validate a training module for secondary school students in identifying and understanding the effects of sex role stereotyping, sex role socialization, and sex-related discriminatory practices in school curriculum, guidance services, instructional materials, and educational policy. The behavioral outcomes, as described in the objective, for students served by this module will be evaluated by pre- and post-workshop tests to be designed by the project staff and others collaborating in the program design, in consultation with an outside expert. These tests could involve responses to videotaped role-play situations as well as to written materials dealing with sex role socialization, etc. The tests will be developed to correspond with the specific training program to be implemented, and with the specific population to be served. A person with expertise in use of videotape for educational purposes and in behavioral evaluation would be consulted for this test development. Criterion levels of change in the target behaviors would be established by those developing the evaluation instruments.

Evaluation of the training effectiveness in terms of participant follow-up on intentions to work for change in local schools will occur through administration of a questionnaire to the participants three months following the workshop. This questionnaire will be developed by project staff and those collaborating with them, and will ask for extent and type of efforts to identify and/or correct sexist educational practices or policies.

The module will also be evaluated by project staff and representatives of the Bureau of Equal Educational Opportunity along dimensions of ease of implementation, and applicability to a significant number of secondary school students nationwide, in addition to effectiveness in achieving training goals. Criteria for evaluating these dimensions will be developed by the project staff and those collaborating with them prior to initial utilization of the training program.

The final package, describing this module must include specific materials to be used in training, and comprehensive instructions on how to use them. This would include a description of the philosophy and purpose, training goals and objectives, methods of implementation, required resources, and expected outcomes. The final module will be the outcome of the development and validation process to be described below.

Objective 2

The second project objective is to develop and validate a model program to prepare secondary school students for leadership roles in collaborative efforts with school personnel and parents in monitoring and revising school practices and policies in accordance with Title IX and Chapter 622 regulations. The behavioral outcomes, as described in the objective, for students and adults served only by the workshop component of this module will be evaluated through the same design applied to the first objective. Similar pre- and post-workshop tests, appropriate to the training subject areas, would be developed in a manner similar to that described above. Again, criterion levels of change in the target behaviors would be established by those developing the evaluation instruments prior to initiating training activities.

The outcome would be measured immediately following training, again three months later, and again one year following training. It is anticipated that a certain percentage of the participant teams would follow up training with significant efforts to make changes in sexist practices, even though they receive no extensive or ongoing assistance from project staff.

Evaluation of the results of the extensive follow-up training and technical assistance provided to a few selected schools will occur through questionnaires completed by students, school personnel, and parents involved, and through structured reports based on "on-site investigation," to be submitted by project staff. The questionnaires and reports will examine the types and success of collaborative student-adult efforts to revise programs and policies. An initial needs assessment done by the team of students and adults in each school will identify the area for concentration of effort (curriculum, counselling, etc.), and will establish baseline data in the area. Criterion levels of performance will be established by project staff in accordance with the baseline data. The results reported through the questionnaires and reports will be measured against pre-established criterion levels.

Objective 3

The third project objective is to provide students with direct resources and facilities--i.e., Student Service Center staff members specializing in sex role stereotyping and socialization--to disseminate information and technical assistance to their peers and others in an effort to eliminate sexist educational practices. The evaluation design for this objective will involve assessing: the numbers, types, and distribution throughout the school population of requests for assistance or information; the quality of the assistance provided by SSC staff, through follow-up questionnaires completed by users of SSC services; and the outcomes of cases in which SSC staff members provided extensive and/or on-site technical assistance to students or others in solving specific problems or addressing specified needs, through follow-up questionnaires to service recipients and structured SSC staff reports. The questionnaires and report formats to be utilized will be developed by project staff and those collaborating with them, with assistance from the evaluation consultant. Criterion levels against which results will be measured and success determined will be established by project staff at the time the instruments are developed.

Objective 4

The fourth project objective is to provide support and technical assistance to students and school personnel in developing models of non-sexist career education and guidance and counselling services for secondary schools. The outcome evaluation of this objective will involve structured interviews with students served by the models, and with their parents, examination and assessment of records of counselors, teachers, or students involved in implementing the models; and structured interviews with counselors or others involved in implementing the model. These interviews and record examinations will be assessing types and numbers of students served; satisfaction of students served in terms of achievement of their goals; student feelings as to whether career- and life-planning options and expectations were expanded, limited, or affected in any other way; and other elements of the models, including any indications of sex role stereotyping or socialization. If possible and appropriate, behavioral interactions of students and counselors or students and teachers during implementation of the model will be observed and recorded by objective judges trained to use a behavior rating scale. The specifics of interviews, behavior ratings, record examinations, and other chosen instruments will be developed by project staff and the school officials and students developing the model, with assistance from the evaluation consultant, as part of the initial development of the model. Again, the final package describing the validated model must conform to the criteria delineated under Objective 1.

2. Process analysis (Formative Evaluation)

A periodic analysis of various processes which will occur during this project is important in terms of fleshing out those aspects which are working and those which are not, and making necessary changes in accordance with these analyses. This approach increases the likelihood that final outcome will be successful, and provides a more in-depth analysis of why final results were or were not successful. Types of process which will be analyzed are the developing process, the teaching process, the learning process, and the technical assistance process.

The developing process relates to the initial project planning of goals, strategies, methods, schedules, etc. It also includes development of workshop designs and materials, and development of final products, or training modules. Assessment of these processes will be in terms of: extent of collaboration with interested students, counselors, teachers, parents, representatives of the Bureau of Equal Educational Opportunity and other Department of Education specialists and community representatives with relevant expertise, including representatives of racial and ethnic minority groups (Black, Hispanic, Chinese, Cape Verdean, Italian, and Portuguese populations all have significant numbers in specific regions of the Commonwealth); and success in developing plans and materials in a timely and efficient manner, including clear identification of tasks and coordination of development on schedule. These factors will be assessed through a report by the project director, minutes of staff meetings, and a simple questionnaire to be completed by participants in the developing process.

The teaching process relates to the roles of the various workshop leaders or facilitators. The success of these leaders in generating verbal participation in the workshops by those attending, their effectiveness in presenting and explaining materials and utilizing other teaching tools, and their ability to direct the flow of communication and other activity in a productive manner will all be analyzed. These elements of the teaching process will be analyzed through the post-workshop questionnaire to be completed by all participants, through analysis of videotapes of workshop sessions by persons using a behavior rating scale, and through the co-leaders' assessment of each other's and of their own performances in terms of the specified factors.

The learning process will be assessed in terms of the participants' functioning during the workshops. Degree (and increase over time) of verbal and non-verbal participation in workshop activities, increase in number of correct responses to questions, and improvement in quality of role-play participation will be some of the factors involved in analyzing the learning process. These factors will be reviewed through rating videotape recordings of sessions and workshop leaders' notes taken during and immediately following the workshops.

The technical assistance process concerns the roles of the project staff, EEO staff and other Department of Education specialists contributing time and skills, and SSC staff. The factors to be analyzed include effective utilization of time by those providing assistance, clear division of responsibilities and definition of tasks by project staff, and success in facilitating effective functioning of service recipients rather than simply doing their work for them. Instruments for assessing these factors will be records of project staff and assistants' functioning in terms of time spent on specific activities (to be kept by the project director), and simple questionnaires to be completed periodically by service recipients. In addition, the SSC staff's technical assistance roles will be analyzed in terms of their ability to effectively function with only occasional supervision and guidance from project staff. This factor also would be assessed through records of project staff utilization of time, combined with the evaluation of SSC effectiveness described above.

D. Procedures for Validation

The participants in this project will benefit by gaining: (1) knowledge of sex role stereotyping and sex role socialization, and sex discrimination; (2) knowledge of leadership, communication, and organizational skills necessary to effect change in schools; (3) knowledge of monitoring and evaluation skills needed to assess school compliance with Title IX and Chapter 622; (4) knowledge of legal, social, and political resources useful in the process of eliminating sex discriminatory practices and policies in schools; (5) knowledge of skills to effectively disseminate information about Title IX and Chapter 622 to others in schools and in the community.

The project participants will contribute to the project's statewide capacity building in educational equity for women by informing other students, school personnel, and community people of the issues of sex role socialization and sex discrimination and by participating in active monitoring of Title IX and Chapter 622 in their schools and/or school districts. The active involvement of students in this effort will provide a broad support base for the efforts of federal, state, and local educators responsible for the monitoring and enforcement of Title IX and Chapter 622.

The education and training program will directly involve approximately 800 Student Advisory Council delegates, twenty-thirty Student Service Center staff, up to 1,700 Student Advisors to local school committtess, and approximately 500 teachers, school advisors, administrators, and parents as participants. Each year, an active effort is made to recruit and involve cultural and language minority students, vocational students, and female students for participation in leadership roles in the SAC and the Student Service Centers. Pilot training projects will be planned to involve all types of students and others from urban, suburban, and rural locations from six major regions of the Commonwealth.

The proposed project will be implemented over a three year period. The first year will involve the staff in designing, preparing, and presenting the series of workshops, and the second and third years will expand and further develop the models developed in year 1. See the "operations" section of the proposal for specific clarification of time schedules for the first year.

In order to assess the effects of the various activities outlined in the validation procedures on all participants in education and training workshops, the staff will administer pre- and post-experience questionnaires to the participants in the workshops and will develop assessment and evaluation processes appropriate to the experiences of the training activities. Various types of instruments such as knowledge tests, awareness and attitude scales, case study analysis, and action research will be employed by the project staff.

--Hall, grant proposal

The following evaluation plan uses a table to present the objectives and the evaluation techniques which will be used. This presentation method gives a clear picture of how evaluation will take place without being too specific.

VII. Evaluation Plan

The evaluation for this proposed project will be conducted by Educational Planners and Evaluators, of Oxford, Mississippi. Dr. Bob N. Cage, President, is a specialist in project evaluation. He has many years of evaluation experience in related programs, including migrant education programs and vocational programs throughout the Southeast and Mid-West. The firm also has available any special skills needed through arrangements with faculty and students of the University of Mississippi. Dr. Cage's vita is attached as part of Appendix B.

The evaluation model will contain both formative and summative components, using the Context, Input, Process, Product (CIPP) Model developed by Stufflebeam and his associates (Stufflebeam, D. *et al*. *Educational Evaluation and Decision Making*. Bloomington, IN: Phi Delta Kappa. 1971.) The format of the model is contained in Table 4, below.

TABLE 4 -- EVALUATION MODEL FOR PROJECT

EVALUATION COMPONENT	OBJECTIVE	PROCESS	CRITERIA	EXPECTED OUTCOME
CONTEXT	To determine what materials & methodologies currently available are best for the system. To determine what presentation techniques are best for the materials and audience, so as to facilitate elimination of sex stereotyping in vocational ed.	Needs Assessment, Planning, and Literature Review	Internal validity --Are needs representative? External validity--Is the list of needs generalizable to all the state? the region?	Provide basis for selection of materials & methodologies, & for determining formats.
INPUT	To assess alternatives & to select those materials and methodologies best suited to the accomplishment of the goal.	Noting and assessing relative merits of alternatives	Feasibility--are resources of time & personnel appropriate to implement Accountability--cost effectiveness? Usability--can the presentation be used by anyone, at any time, in local vocational centers?	Decisions are made as to the best design to meet the given objectives & what plans to use to implement the selected strategy, including those modifications that are necessary.
PROCESS	To give feedback to project staff on development & implementation of project objectives.	Monitor the relative success, inc. task completion, logistics & the utilization of resources.	Comparing productivity to intended results. Monitoring management plan compliance	Systematic review of progress with needed feedback to assist Director in making decisions.
PRODUCT	The materials, methodologies, and presentation techniques will be integrated into a presentation system for use by local vocational institutions. The system will be demonstrated at a selected institution.	Reviewing all activities for completion of the output specified.	Both instrumental and consequential criteria will be used.	A presentation system will exist. A demonstration of the system will be performed.

--Mathews, grant proposal

PART II.J: THE MANAGEMENT PLAN

The management plan is a detailed description of how you plan to use the human and material resources that will be at your disposal when your proposal is funded. It includes such administrative procedures as staffing, organization of the project staff, time charts, and use of facilities (also called institutional capability).

PART II.J.(1): STAFFING

Staffing is the part of the overall management plan in which you describe in detail the duties of each staff member that will be needed to complete the project.

The following example of staffing includes a description of each staff member's duties and a brief description of their qualifications.

Project Director will be Dr. Patricia B. Campbell (see Appendix A for vita). Dr. Campbell has been developing multi-media packages on educational equity for women since 1974. For the past year, as Director of the Project on Sex Role Stereotyping in Education, (Federal Grant No. G007605324) she has developed and validated seven instructional units on sex role awareness for teachers and teacher educators. Under the proposed project, Dr. Campbell would develop six more instructional units to provide a package of thirteen instructional units on sex role awareness that would cover a majority of required teacher education courses.

Dr. Campbell has been active in promoting educational equity for women for several years. She has been a member of the National Organization for Women since 1970, chaired the Georgia State University AAUP Committee on Women in 1974, is currently the co-ordinator of Women Educators and also is currently chairing the Women's Rights Committee on the American Civil Liberties Union of Georgia. Dr. Campbell was selected for inclusion in Who's Who - Women in the World, in Outstanding Young Women of America, and in Outstanding Educators of America. She is the chair of the Board of Directors of the Multi-area Rape Crisis Council.

Dr. Campbell has conducted numerous workshops, presentations and symposia on sex role stereotyping in education. At the national level she has presented at the American Educational Research Association and the American Psychological Association; at the regional level she has presented workshops on this topic for the Department of Labor, the Women's Bureau, the Midsouth Educational Research Association; the Army Corp of Engineers and the Environmental Protection Agency; and at the local level she has worked extensively with teachers, parents, church groups, feminist groups, and professional groups.

She has also been doing research in the area of educational equity for women, including her dissertation, "Feminine Intellectual Decline During Adolescence," and has published articles in this area in Insights, Adolescence, Crisis Intervention and the ERIC system. Dr. Campbell has also developed and published two audio tapes on sex role stereotyping for use with teachers, parents, and students. The first, entitled "Little Girls' Place, Little Boys' World," deals with stereotyping in the early years, while the second "From Tomboy to Femme Fatale" deals with sex stereotyping in adolescence. Both of these audio tapes have been distributed nationally and are currently being used in a number of colleges, universities and public libraries. Dr. Campbell's work with instructional materials has also included publishing compilations and evaluations of materials for teaching language arts (Gifted Child Quarterly, 1976) and materials for teaching educational research (CEDR Quarterly, 1975).

Dr. Campbell's educational background is well suited for this project. Her master's degree in Instructional Technology (Syracuse University, 1971) with emphasis on media and instructional design provides her with many of the skills necessary for this project. Dr. Campbell also has a Ph.D. degree in Teacher Education (Syracuse University, 1973) which, with her work with in-service teachers at Georgia State University, has combined to make her very aware of the problems inherent in educating teachers and teacher educators.

Dr. Campbell's duties will include hiring and managing the staff, working on the development, editing and polishing of the instructional units and being the liaison with the federal government. She will also develop and implement a finalized validation plan for the units and an evaluation plan for the project. As each staff person will be encouraged to participate in all aspects of the project from researching to recording, Dr. Campbell's role will include helping the staff to expand their skill areas, through training and assessment. If the project is funded, Dr. Campbell will leave her current job as a tenured associate professor of research, measurement and statistics to devote full time to the project. She will have no other project commitments for the 1977-78 project year.

Project secretary/research assistant will be Betty J. Johnson. Ms. Johnson comes to the project with a wide variety of experiences. She has been a scholarship student at Graham Junior College, a typist, a secretary and a data processing clerk. She has been active in the Artists' Collective in Hartford, Connecticut, and in the Neighborhood Art Center in Atlanta, Georgia. She has worked as a teacher/supervisor of minority children and has done volunteer work for the Minority Women's Employment Program and the Project on Sex Stereotyping in Education. Ms. Johnson also types 65 wpm, takes shorthand at 40 wpm and can operate most office machinery including computer terminals.

Ms. Johnson's duties will be primarily clerical, but she will also be involved in researching information, script editing and data analysis. Her work with minority children and minority women will be an asset to the project as will her previous art experience.

The two research associates will be primarily responsible for researching and developing the content of the instructional units. They will also be involved in writing, polishing, recording and validating units. The associates will have researching and writing skills as well as experience working with children and teachers. Associates will also have an evident commitment to educational equity for women.

> One associate will have experience in research analysis and statistics and will work on the data analysis component of the project. One associate will have experience in media and layout and will work with the media consultants. The research associates will also be in charge of the observation component of the validation.
>
> --Campbell, grant proposal

The following description of staffing duties starts with a brief summary of each member's responsibilities.

> ## PROJECT MANAGEMENT AND SCHEDULE
>
> ### Management
>
> All phases of the proposed work will be supervised by Dr. Lorelei Brush with support provided by Mr. John Doucette, who will serve as senior scientist to this project and Dr. Jay Magidson, who will serve as a senior analyst to provide methodological consultation. In addition, clerical and analytic assistance will be provided by other Abt Associates staff members from the Education Area of the company. Complete resumes for Dr. Brush, Mr. Doucette, and Mr. Magidson are included in Section 7 of this proposal.
>
> Dr. Brush, the proposed principal investigator and project director, has considerable professional experience in both educational research and in the issues related to women's study of mathematics. Dr. Brush is joining Abt Associates on September 1, 1977. Propr to joining Abt Associates, Dr. Brush has been an assistant professor of psychology at Wesleyan University and project director of a series of grants and consultantships at Wesleyan University, Wellesley College, and Radcliffe Institute. Most recently, she has completed a grant to the Spencer Foundation to study why women avoid the study of mathematics. This previous research will be used to form the baseline data for the proposed study. Dr. Brush will devote approximately 60 percent of her time to the proposed project.
>
> Mr. Doucette, who will provide input to the research as a senior scientist, has considerable educational research and management experience at Abt Associates. He is both a certified secondary school mathematics teacher and an experienced interviewer of children in the grade levels proposed for the study. His roles in the proposed project are to provide senior management and technical assistance and to aide Dr. Brush in interviewing the selected sub-sample of students.

Dr. Magidson will provide assistance to the project staff as a senior analyst. He is a skilled and experienced methodologist selected for his knowledge of path analysis techniques and structural equation modeling. Dr. Magidson's role in many contracts at Abt Associates is that of a consulting statistician and methodologist.

A research assistant and project secretary will be available for appropriate assignments. The research assistant will aid in the collection of data in all three school districts, in a minimal amount of coding of instruments after data collection, and in the data processing during the analysis phase. The project secretary will be responsible for maintaining an on-going accounting for budget control, and providing all typing support.

--Brush, grant proposal

This example presents the relevant information in an outline-type format.

Job Description for Project:

Project Director: Beryle Banfield, Ed.D., Afro American. 1 day per week. Will be responsible for all aspects of the project. She will:

1. Manage development of the curriculum content.
2. Coordinate curriculum to student grade level skills.
3. See that the curriculum meets the project's objectives.
4. Meet with the test school administrators or curriculum specialists and with Advisory Board.
5. Supervise schedules.
6. Supervise final evaluation report on project.
7. Supervise fiscal matters.

Coordinator: Lyla Hoffman, Euro American, 4 days per week. Will coordinate all aspects of the project. She will:

1. Serve as liaison between consultants, teachers, project staff and Advisory Board.
2. Assist curriculum designers.
3. Oversee writing and editing of teacher's manuals, filmstrips and student materials.
4. Prepare questionnaire for teachers.
5. Handle production of filmstrip and teacher's manual.
6. Write promotional advertising material for the curriculum.
7. Edit final evaluation report summarizing the project.
8. Write articles and a press release about the project.

Curriculum Designers: Ginlin Woo, M.S., Chinese American, Robert B. Moore, Ed.D., Euro American. 2 1/2 days per week each. Will design and write curriculum. They will:

1. Meet with pilot classroom teachers, with consultants and with Advisory Board.
2. Develop the curriculum materials and related activities.
3. Observe curriculum in use.
4. Refine curriculum after each trial testing.
5. Develop teacher's manual.

Typist Bookkeeper: Will do all typing, correspondence and filing for the project and keep fiscal records for CIBC accountant.

Consultants:

Evaluation: Gloria Fauth, Ph.D., Euro American. Will design and interpret the student evaluation forms. Will write a final evaluation report of the entire project, including copies of the test instruments used and of the final data analysis.

Chicana:	Beatriz Pezguera	Consultant to Berkeley, California Schools on Elementary Curriculum for Chicano studies and Women's studies.
Puerto Rican:	Iris Rivera	Curriculum Specialist - LAU General Assistance Center, San Diego State University.
Native American:	Mary Gloyne Byler	Editor: Newsletter of Association of American Indian Affairs.

Will advise staff as to inclusion of minority perspectives, values, and history in curriculum and in filmstrips. Will critique materials as to relevance for minority girls.

Note: The Advisory Board for this project will actually serve as Consultants, in addition to those so listed above. The Board includes reading specialists, AV specialists, teachers, and feminist journalists.

--Banfield, grant proposal

PART II.J.(2): ORGANIZATION OF PROJECT STAFF

This section of the management plan describes how your project will be organized--your philosophy of management. It should give information about how the staff works together, how decisions are made, and how staff will communicate. It is also helpful to describe why you have chosen your management structure.

We believe that an effective management system allows for input from all project staff and for the designation of specific tasks to each member to assure that all project activities are successfully completed within the specified financial and time constraints. In this chapter, we will describe a management plan that utilizes this philosophy.

A. The Management Team

The basic management team for the proposed project will consist of a project director, a project co-director, and one senior program specialist. These three people will make all content and policy decisions for the project; the director will make final decisions in the case of any disagreement among the team, and will have ultimate responsibility for all decisions in all phases of the project. Each person on the management team is responsible for specific tasks, outlined in the Task by Leader and Professional Staff chart. The director will be in continual communication with the WEEAP project officer. This structure was initiated for the 1977-78 WEEAP Technical Assistance contract and functioned efficiently and successfully. It is the consensus of this group to continue our working relationship under the same structure during the 1978-79 project.

Management duties for the project director include overall responsibility for the coordination of tasks, phases and deadlines as well as for reporting and communicating with USOE. The co-director will share in overseeing the project and making the major decisions as to the content of the products. Thus, when the project director is traveling to and from the workshop sites and conducting workshops, the co-director will be able to perform all the managerial functions necessary to keep the project running smoothly and on schedule. The program specialist will have responsibility for specific tasks within the scope of work.

One innovative feature of the management plan that would be utilized on the proposed project is a provision for professional growth that will enable each staff member to specify at least one new skill s/he wants to learn from someone else on the project or at the Laboratory. The staff member will be given the opportunity to practice that skill and, with supervision, take responsibility for a related task. For example, the program specialist, by working with the project directors, will learn such aspects of program management as contract compliance, budgeting, accountability, techniques for matching staff and tasks, and procedures for communicating with government contractors. They will learn these skills by actually performing the necessary tasks under the supervision of the project directors.

B. Professional and Clerical Support Personnel

Important contributions to the proposed project will also be made by the project coordinator and the project evaluator. Clerical and administrative help will be offered by an administrative assistant.

In addition to regular project staff members, consultants will also provide expertise in achieving project tasks. Specifically, 19 regional trainers will be hired as consultants to lead workshop sessions, help locate workshop participants, provide feedback on training materials, and help set up a follow-up support network of resource people and regional funding sources. The Center for the Study of Contemporary Rural Women in Mississippi will subcontract with FWL to develop, field test and revise the Training Manual (Task X), if those options are exercised. Ultimate responsibility for the quality and delivery of the workshop training package and guidance materials, however, rests with the director of the project. The director is supervised by the Laboratory Director and the Deputy Laboratory Director for programs. A chart indicating their place in the general organizational structure of Far West Laboratory appears on p. 79.

C. The Managerial System

While each of the project staff members will have the opportunity to learn new skills, if they so desire, the lines of authority have been set up so that basic work responsibilities are defined precisely and each person is in charge of accomplishing more than one task. These lines of authority are indicated on the Project Organization Chart (p. 80). Detailed information on task responsibilities (i.e., what each task is, who will work on accomplishing it and who has overall responsibility) is also available in chart form (Task by Leader and Professional Staff - p. 81), as is a schedule of when each task will be done and products delivered (Performance Schedule - p. 71).

--Hunter, grant proposal

PART II.J.(3): TIME AND PERT CHARTS

Time and PERT charts are graphic presentations of the main activities or events in the completion of your project. PERT stands for Program Evaluation and Review Techniques (Cook, 1966).

The following are examples of time charts and PERT charts. You may want to follow one of these designs or be creative and design your own chart. Just make sure that whatever design you use, it represents your schedule clearly and specifically. The management plan, and especially charts, will help the grant proposal readers to visualize how all the parts of your project fit together.

TABLE 2 -- PROJECT TIMELINE

	Months of Project						
	1	2	3	4	5	6	7
Review of Literature	x						
Evaluation of Materials	x						
Materials Selection	x (1)						
Materials Modification		—	x		x (2)		
Materials Validation		—	—	x			
Integration of Materials						x	
Development of Presentation Techniques	—	—	—	—	—	x	
Completion of Presentation System						x (3)	
Demonstration of System							x (4)
Project Evaluation	—	—	—	—	—	—	x
Project Administration	—	—	—	—	—	—	x (5)
Reporting							x

Milestones of Accomplishment:

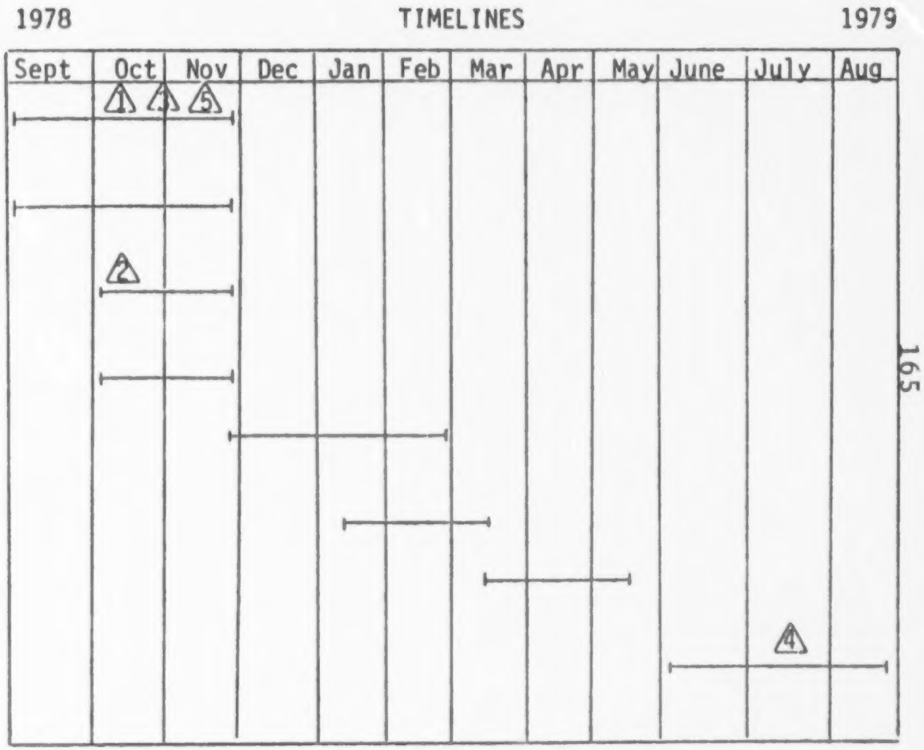
1) Selection of materials and methodologies completed.
2) All necessary modifications to materials and methodologies completed and validated.
3) The presentation system completed.
4) Presentation system demonstrated.
5) Final report filed.

--Tyler, grant proposal

Work Components:

- Training and Technical Assistance Activities

1. Design the pilot practitioner workshop and develop workshop materials
2. Design the pilot technical assistance component and develop suitable materials
3. Select and negotiate with pilot and field test sites
4. Design pilot parent component and develop workshop materials
5. Implement pilot model
6. Revise parent, practitioner and technical assistance components
7. Implement training components in field test
8. Finalize replicable nationally disseminabl practitioners, parent & TA field test components



PRODUCTS

△1 Criteria-referenced list of non-sexist supplementary reading materials & bibliography of non-sexist curriculum
△2 Site selection criteria
△3 Diagnostic tools for assessing practitioner attitudes and behaviors relative to sex biased stereotyping
△4 Replicable, nationally disseminable training designs and materials for practitioner, parent and technical assistance training components
△5 Instrument for evaluating sexism in instructional materials

--Hutchison, grant proposal

Schedule

The approximate schedule of activities for the first year is as follows:

September 1 --- Project staff hired

Sept. - Oct. --- Project planning, including workshop design, generation and gathering of materials, assignment of tasks

November --- Information/awareness workshops in Region 1 and 2; student involvement workshops for school officials; analysis of tapes and evaluation results; work with Student Service Center Staff

December --- Leadership/monitoring workshops in Region 1 and 2; analysis of tapes and evaluation results; begin process of selecting schools to develop model programs; work with SSC staff

January --- Continue school selection process; information/awareness workshop in Region 3; select schools to develop models in Regions 1 and 2; student involvement workshop for school officials; analysis of tape and evaluation results; begin technical assistance process to schools developing models (need assesment, design, etc.) work with SSC staff

February --- Continue technical assistance to schools developing models; leadership/monitoring workshop in Region 3; analysis of tape and evaluation results; work with SSC staff; begin process of selecting schools to develop models in Region 3

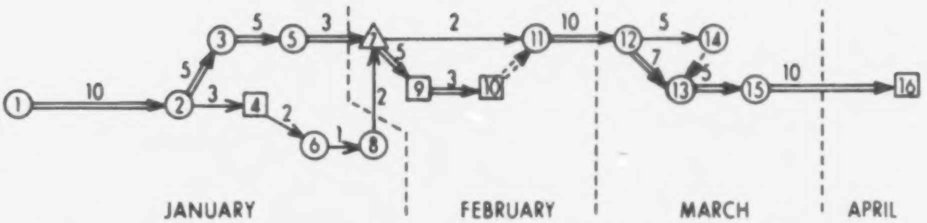
March --- Select schools to develop models in Region 3; continued technical assistance to "model" schools in Regions 1 and 2; work with SSC staff

April-May --- Continue technical assistance to "model" schools in all regions; work with SSC staff

June --- Assessment of progress to date in terms of process and outcomes

July-August --- Project planning for coming year; reorganize and revision of procedures and project activities as required

--Hall, grant proposal



SAMPLE SURVEY ANALYZED AS A PERT/CPM DIAGRAM, TIME SCALED BY MONTHS

PERT Activity List

Begin & End Events	Activity	Estimated Working Days
1-2	Hire staff	10
2-3	Write questionnaire	5
2-4	Develop sampling plan	3
4-6	Procure mailing lists	7
3-5	Pre-test questionnaire	5
5-7	Revise questions and prepare for mailing	3
6-8	Selection of the sample	1
8-7	Prepare mailing envelopes	2
7-9	Prepare interim reports	5
9-10	Clear questionnaire with sponsor and submit interim report	5
7-11	Send questionnaire	3
11-12	Wait returns	10
12-13	Analyze initial returns	7
12-14	Interview sample of non-respondents	5
13-15	Integrate interview data in analysis	5
15-16	Prepare final report	10

Symbol Code

○	Begin or end event
□	Milestone event
△	Interface event
5 →	Workdays for activity denoted by arrow
⇒	Critical path
----	Constraint on arrowed activity by completion of or product from preceding activity

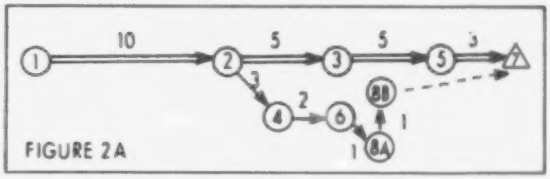


FIGURE 2A

FIGURE 2

--Krathwohl, 1977

PART II.J.(4): INSTITUTIONAL CAPABILITY (FACILITIES)

In this section you argue why your organization is the appropriate one to conduct this project: what experiences, facilities and support are offered? Does this project fit into the organization's priorities?

If facilities are donated or generally available (such as university, school, agency facilities) for your project, you need to briefly describe these in your proposal. It may be necessary for you to rent facilities, including housing, furniture, and equipment, for your project. If so, don't forget to include these costs in your budget.

The following example describes an institution's experience in the area stressing their history of involvement.

> Applicant Qualifications
>
> (1) Experience in educational equity. The University of South Florida has led both the Florida State University (FSU) and the southeast in its efforts to achieve sex equality in several areas. Acting in early 1971 upon the request for faculty, staff and student women, the then newly-appointed president formed the first (in Florida, perhaps the southeast) Status of Women Committee and invested it with full investigatory powers. Less than a year later the Committee submitted a 1000 page report and model affirmative action plan (to augment the already existing plan in effect since 1969). The administration's response to most of the report's major recommendations was immediate, including the appointment of special assistants in each vice president's (academic affairs, student affairs, and administration) office to monitor implementation of affirmative action for women.
>
> In 1972 a major salary equity study for faculty women was completed that resulted in $131,000 "off-the-top" raise monies being distributed to women whose salaries were determined to be depressed due to sex discrimination. Following the USF model, the Florida Legislature mandated a similar review and equalization of faculty and staff women's salaries in 1976 to take place in every university system.
>
> The Women's Studies Program, established also in 1972 and housed administratively in the College of Social and Behavioral Sciences, boasts an interdisciplinary, established faculty and a wide range of course offerings, cross listed with many other departments. A campus Women's Center, a child care center, special health and personal and career counseling services for women of all ages, along with a variety of Continuing Education programs geared for the needs of community women, comprise some of the ways in which this institution is responding to the rapidly changing legal and social conditions of women.
>
> Prior to the release of the Title IX Guidelines, July, 1975, action was already underway to up-grade the women's athletic program and equalize opportunities for extra-curricular activities for women and men students. In fact, student leaders at USF have participated on national panels describing their efforts to bring USF into compliance. In sum, unlike many colleges and universities, USF has anticipated legal requirements to practice equal opportunity. While much remains to be done, there is an atmosphere of willingness to correct the effects of past sex discrimination and to promote full participation of women in every aspect of campus life.
>
> --Kimmel, grant proposal

University facilities were available for this project, so it wasn't necessary for them to include facilities in their budget.

Available Facilities

(1) University Libraries

University holdings of over one million volumes are divided in terms of collections related to a number of the foci of the project, e.g., medical, social sciences, and technical. New information retrieval systems recently installed provide ready computer access to all of the relevant social science data bases (Dialogue and System Development Corporation), as well as volumes available in the network of libraries throughout the state of Ohio (OCLO).

(2) Computer Facilities

The University provides ready access to a Univac 1108 with all necessary facilities for the handling of large data collections and their analysis and including customary statistical packages, e.g., SPSS, Biomed, etc.

(3) Space Facilities

The Department of Education within its space allocation has sufficient office space for staff members and assistants as well as facilities for the safe storage of the large data collection that is anticipated. Needs for work tables, files, and office equipment can be readily accommodated. The existence of conference and meeting rooms within the Guidance Laboratories in the Mather building as well as outside of it will be utilized for intervention strategies, conferences with school personnel, and staff meetings.

--Fleming, grant proposal

This example focuses on a program's commitment to the area in terms of their existing obligations, staff experience and material resources.

II. APPLICANT QUALIFICATIONS

The Bureau of Student Services is highly qualified to undertake the proposed project, in terms of its committtment to the provision of educational equity for women, and its experience in the area of programmatic focus -- student involvement in educational improvement efforts.

Commitment to Educational Equity for Women

As part of the Massachusetts Department of Education, the Bureau shares the responsibility of the Department to monitor, evaluate, and provide technical assistance to educational organizations and programs in the Commonwealth, particularly in the area of their compliance with federal and state educational law and regulations. Massachusetts educational law states clearly that the "State Board of Education shall see to it that all school committees comply with all laws relating to the public schools and in the event of noncompliance the commissioner of education shall refer all such cases to the attorney general of the Commonwealth for appropriate action to obtain compliance." The law and regulations of present concern, Title IX and Chapter 622, are a particular priority of the Massachusetts Board of Education, and the Bureau of Equal Educational Opportunity, which is charged with monitoring implementation of these laws, will provide significant consultant support to the proposed project. This in-kind support will be in areas of planning, workshop design, and development of materials.

The staff of the Bureau of EEO has general experience in working with students, teachers, and administrators on the issues of sex discrimination and has offered this project consultation in the following special areas:

Dr. Sally Dias -- career motivation among female students and professionals;

Ms. Patricia Brown -- staff development and teacher training.

Mr. Fernando Mederos -- ethnic stereotyping and discrimination.

Dr. James Nignard -- male stereotyping;

Ms. Natalie Miller -- access to vocational education for females and minorities;

Ms. Mary Kay Tetreault -- sex-fair curricula and materials.

Ms. Charlesetta Simplins -- multi-cultural and multi-ethnic curriculum;

Ms. Delois Swan -- urban educational issues.

> The Bureau of Equal Educational Opportunity also offers instructional resources to increase awareness and understanding of sex discrimination issues, which will be valuable in the proposed project. They include:
>
> "What To Do About 622" -- a description of 95 local programs designed to overcome race, sex, and ethnic stereotyping.
>
> "622 Questions and Answers" -- a brochure explaining the requirements of the Massachusetts law which prohibits discrimination on the basis of race, color, sex, religion, and national origin -- aimed for the student and community population;
>
> "A Guide for the Evaluation of Instructional Materials Under Chapter 622" -- a handbook to assist in the review of instructional materials for sex and race stereotyping:
>
> "Resource Lists of Consultants Working on the Issues of Equal Educational Opportunity";
>
> "Title IX and Chapter 622: Compliance Guidelines for Public Schools" -- a handbook showing how the provisions of Title IX and Chapter 622 apply to a variety of school system practices.
>
> The Bureau of Student Services has a demonstrated commitment to the upholding of Title IX and Chapter 622, and has a strong desire to inform the Student Advisory Council and Student Service Centers of the implications of the laws for students. Additionally, in recruitment and hiring of adult and student staff, the Bureau has and is pursuing a rigorous affirmative action policy. Students in various high schools in the Commonwealth have begun to tell us about serious discriminatory practices in their schools, and we have, on a "piece meal" basis, been attempting to assist the student in obtaining his or her educational and human rights. Educational materials, articles, reports, and presentations prepared by the Bureau are carefully prepared to reflect cultural and sex role diversity.
>
> --Girard, grant proposal

This example details an organization's history and diversified impact in the field through its focus on one area.

HISTORY

Since its founding in 1971 the Women's Action Alliance has served as a clearinghouse and resource center for women and women's organizations. We provide the tools they require to develop programs which deal with the issues of sexism and sex discrimination. The Alliance responds to 250 requests for assistance each week from women all over the country. Either they ask for referral to other organizations, material, or experts; or they ask for technical program assistance which our staff provides.

Since the beginning, one of our most frequent requests for help has come from parents and teachers concerned with sex-role stereotyping in the pre-school years. "How," they asked, "can we begin in the very early years, to help children avoid the trap of sex-role stereotyping?"

Alliance staff believed that there was a very real need for a new approach to early childhood education which would help children develop their human potential unhampered by sex-role stereotyping. Since no other groups were planning to focus on this problem, the Alliance decided to develop its own program. Our Non-Sexist Child Development Project began in March of 1972 when Barbara Sprung, an experienced early childhood educator, agreed to serve as director.

Devoting the first year to gathering all the available information about sex-role identification in early childhood, staff worked to identify and understand those subtle and not so subtle messages being transmitted from adults to children which made children believe that certain behavior, ambitions, or feelings were appropriate for one sex only.

Three months of intensive observation in twenty-five day-care centers in the New York metropolitan area provided staff with many ideas about how teachers and parents transmitted these messages of limitation. Using an observation form they had developed for this purpose, staff recorded the ways in which attitudes, programs, materials, curricula, etc. were pigeon holing children into sex-roles.

At the end of the observation period, four schools agreed to be field-testing centers:

The Educational Alliance Day Care Center
Lexington House Children's Center
Mabel Barrett Fitzgerald Day Care Center
Amalgamated Workmen's Circle Nursery School.

In the second year, Project staff worked intensively in these centers with parents, teachers and children. Staff did consciousness-raising and introduced cirriculum ideas and new materials which expressed a non-sexist, multi-racial philosophy. Teachers were encouraged to design their own new approaches. Those ideas which worked were collected in the first non-sexist curriculum guide for parents and teachers. Entitled Non-Sexist Early Childhood Education: A Practical Guide, it will be published in the fall of 1975 by Citation Press, a division of Scholastic Magazines.

From the beginning, staff had tried to interest major toy and educational manufacturers in producing materials which would reinforce a non-sexist, multi-racial approach to learning. After reviewing the materials of one manufacturer, staff pointed out that the company's wooden stand-up figures of white women which had babies painted into their arms were making a clear and limited point to the children about a woman's place. Indeed, their stand-up figures of black women inevitably had aprons printed on their dresses. The companies were not at that time interested in redesigning their materials, so project staff was left to design its own materials for use in the test centers.

By the end of the second year, project staff had created a rich and comprehensive response to the many who were looking for a new approach to early childhood education. The program offered the following components:

1. A non-sexist curriculum guide
2. An in-service teacher training program
3. A course for teachers in teacher training institutions (The course has been offered at Bank Street College of Education)
4. A parent training program
5. A workshop presentation which raises consciousness and describes the project
6. A set of materials designed by the project staff for use in the test centers. These materials are:
   - Puzzles - A set of puzzles showing people in unusual jobs. Puzzles for children usually depict unrealistic animals, cartoon-like children or adults performing stereotypic activities. Our set includes a female telephone installer, a male operator, a policewoman; fathers in the nurturing role: a father and son kissing, a father feeding his infant; and children of both sexes in active play.
   - Lotto - A photographic lotto game called "Children at Play Lotto." The available materials feature girls watching boys in active play. Our set showed girls chasing balls, tumbling, running track, etc. Whenever possible, boys and girls were shown doing the same thing.
   - Flannel Board - A set of flannel board figures showing men and women in counterpart community roles. Heretofore no commercially produced set reflected this concept. Our set includes the following male and female community workers: police, postal, doctors, nurses and carpenters.

- Block Accessories - A set of small wooden figures mounted on stands (which children use in conjunction with block play) featuring men and women in counterpart community jobs.

These handmade materials proved to be such a great success in the centers, that Project staff decided to return to the toy manufacturers. As a result, Milton Bradley and Instructo both agreed to produce items based on our designs. In the fall of 1974, each put two non-sexist materials on the market. Milton Bradley produced two sets of stend-up figures: community workers and family people. Instructo Corp. (a division of McGraw-Hill) did a community careers flannel board and a set of twenty-four photos of men and women in non-traditional careers. All of the mass produced materials are non-sexist, multi-racial and multi-ethnic. They also feature contemporary clothing and hair styles and are reflective of a wide variety of body types. Representing a tremendous departure from the stereotyped materials that abound, they have generated a great deal of excitement in the field. We were delighted when two of the toys won PACT (Public Action Coalition on Toys) awards in February of 1975 for being non-sexist, multi-racial, imaginative, non-violent and safe.

Recently, Milton Bradley has decided to produce a Lotto game for fall of 1975 based on our "Children at Play" design. It will be called Play Scenes Lotto.

GETTING THE WORD OUT

1975 has been devoted to dissemination of the various aspects of our project. We have done this through the press (articles attached), workshops (complete listing attached), courses, and publications.

WORKSHOPS:

Since the project began we have done hundreds of workshops and presentations. In the beginning project staff addressed parent meetings, women's groups, teacher training classes, and day care center staff meetings. As the project became better known, we received invitations to address larger groups such as The National Association for the Education of Children (panel moderator 1974 conference), The Association for Childhood Education International (seminar leader Spring 1974), and The Early Childhood Education Council of N.Y.C. (annual conference 1974-75). The Workshop format is as follows:

- Introduction. This includes a brief description of the initial research into sex-role stereotyping, a history of the Women's Action Alliance, a statement of the goals of the project and a discussion of the demonstration centers and how they were chosen.

- Display and discussion of sexist early childhood materials: books, puzzles, etc.
- Presentation of the slide show "Dick and Jane as Victims." This is a study of sexism in school readers prepared by Women on Words and Images. This slide show is used to further illustrate that sexism is a continuum which begins before pre-school, continues throughout the child's elementary school years and on into high school and college as well.
- Presentation of the early childhood material developed for our project and discussion of the goals they are designed to promote.
- Discussion of curriculum ideas; how they have been implemented in the day care centers, and how the materials serve as a catalyst for curriculum. Concrete suggestions are given to parents and other interested members of the community for becoming involved in changing sexist attitudes.
- Presentation of non-sexist books. Each of the books in our non-sexist bibliography is displayed and its special qualities are discussed,
- Open discussion with audience, in which all questions are answered. Often these discussions provide opportunity for helping people to focus on sexist issues in our society.

In addition to presenting workshops for the major educational conferences, staff continues to address day care parents and teachers, teacher training classes, women's groups and school district in-service training.

A NATIONAL IMPACT

In February, 1975, Project staff went to Washington to explore the ways in which we could begin to effect early childhood education both through the Federal government and through the private national organizations whose primary focus is early childhood education. As a result we have been invited to write articles for most of the major early childhood publications including Young Children Magazine (publication of the National Association for the Education of Young Children), Children Today (publication of the U.S. Office of Child Development) and Education, U.S.A., a newsletter from the U.S. Office of Education. We also received an invitation to be exhibitors at a conference held in May in Denver, Colorado. Co-sponsored by The Office of Education and The Education Commission of the States, the conference drew 1300 early childhood educators. Further invitations to do workshops have come from the Office of Child Development and the American Association of Elementary, Kindergarten and Nursery Education.

--Sprung, grant proposal

PART II.K: THE BUDGET

The budget can be used as a final check to make clear to the writer the practical application of the written proposal. It is a detailed account of direct and indirect costs (and matching funds, if applicable).

VII Budget

As with proposals themselves, funding source requirements for budgets differ, with foundations requiring less extensive budgets than federal agencies. The following budget design will satisfy most funding sources that allow you to design your own budget and, with minor changes that the sources will tell you about, can be adapted to fit most federal agency requirements. Our recommended budget contains two components — the first is Personnel and the second is Non-Personnel. You can expect that in most social service and related programs, approximately 80 percent of the budget will fall into the three components of the Personnel section.

I. PERSONNEL

A. Wages & Salaries

In this section you list all full and part-time staff in the proposed program. We suggest the following layout:

(No of persons in each position)	(Title)	(Monthly salary)	(% time on project)	(No of mos employed in grant period)	Total	
					Requested	Donated

How does this look on a completed budget? Well, if you are employing an Executive Director at a salary of $1,000 a month, working full-time (100 percent) for the entire grant period (12 months) and you are asking the funding source to provide his salary, then it looks like this:

	Requested	Donated
(1) Executive Director at $1,000 per mo (100% time) x 12 mos	$12,000	

You can list all of your staff this same way. If any of your staff are being paid out of another source of funds (for example a staff person assigned to your project by a County agency) then you total up their salary and put it in the "donated" column. This column might also be called "non-federal" share in the case of federal programs or also "matching" or "in-kind" contribution. Like this:

	Requested	Donated
(2) Counselors at $700 per mo (50% time) x 6 mos		$4,200

This means that you will have two half-time counselors on your staff for six months and their salaries are being paid by somebody other than the funding source you are applying to. You still put their full-time salary in the budget ($700 per month), take half of it (they are only working 50 percent time), multiply the $350 by the six months they will be working on this project (giving you $2,100) and multiply by 2 (the number of people employed in this capacity). This gives you a total of $4,200 of donated counselor services in this project.

What does the $1,000 per month figure for the salary of the Executive Director represent?

It may represent his or her actual salary for each month of the year. However, particularly in a new program, it may not. Our suggestion is that all organizations develop a five-step salary schedule for each job in the organization. The salary range for an Executive Director in the above agency may look like this:

Step A	Step B	Step C	Step D	Step E
$900/mo.	$950/mo.	$1,000/mo.	$1,050/mo.	$1,100/mo.

If you have developed this kind of salary schedule for each position, then you can place in the monthly salary column of your budget the middle step of the salary range for each position, place an asterisk next to each quoted salary, and a note at the bottom of the salary section telling the reader that all salaries are listed at the middle step of the salary range for that position. Then you can attach your salary schedule to the budget. This method allows for a good deal of flexibility in fixing salaries for individuals that are hired.

For example you may have somebody in mind for the Executive Director's job who is presently earning $825 per month, and who would be delighted to come to work for you at the first step of the salary range for Executive Director ($900 per month). On the other hand, there may be an outstanding candidate for the job who is presently earning $1,000 per month, and who wouldn't come to work for you for less than $1,050 per month. Using salary range in this manner allows you to employ either person at the appropriate salary, with the assumption being that all persons' salaries will average out towards the middle of the salary range.

How do you determine what the salary range for an Executive Director for your agency ought to be?

The federal government requires that all of your salaries are comparable to the prevailing practices in similar agencies in your community. To justify the salaries you build into your budget you must obtain information from other local agencies regarding the salaries of persons with job descriptions, qualifications and responsibilities similar to those of the jobs in your agency. You might go to the local city and/or county government, the school district, the United Way or United Fund, etc. By comparing the jobs in your agency with the jobs at other local agencies, you plan a salary for each position, and you keep the "comparability data" on hand, should you be asked by the funding source to justify your staff salaries.

B. Fringe Benefits

In this section you list all the fringe benefits your employees will be receiving, and the dollar cost of these benefits. Some fringe benefits are mandatory — but these vary from state to state, so you will have to determine what they are for your agency in your state. Mandatory fringe benefits may include State Disability In-

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surance, Unemployment Compensation, Retirement Contributions, etc. Most nonprofit agencies may vote, when they are started, not to participate in Social Security. These fringe benefits are all based on a percentage of salaries. For example, FICA, which is going up, has been based on 5.85 percent of the first $10,000 of each person's salary. Therefore, an entry for FICA on your budget might look like this:

	Requested	Donated
FICA at 5.85% x $87,000	$5,090	

$87,000 is the total of all your salaries, up to $10,800 for any one person.

Some fringe benefits may be paid not on a percentage of salary, but with an absolute dollar amount for each employee. For example:

	Requested	Donated
Health Insurance — $10 per mo. x 8 employees x 12 mos.	$960	

How do you determine what fringe benefits to provide to employees in your agency?

If you already operate a variety of programs your answer is simple. Employees in a new project receive the same fringe benefits as those you already employ in some other activity. The federal government requires this parity, and it is a good practice. If you are starting a new agency, or haven't formulated a fringe benefit policy yet, then you go to the same kinds of figures as you did when establishing your salary schedule — you provide in fringe benefits what is comparable to the prevailing practice in similar agencies in your community.

C. Consultants & Contract Services

This is the third and final part of the Personnel section of your budget. In this section you include paid and unpaid consultants, volunteers and services for which you contract. For example, your project may not be large enough to warrant hiring a full-time bookkeeper, and you may want to use a bookkeeping service to keep up your books. An entry in your budget will look like this:

	Requested	Donated
Bookkeeping Service at $75 per mo. x 12 mos.		

You should be running your two totals columns — requested and donated — through your entire proposal, so you have a choice of where you put the total for this service. If you are going to pay for it, it goes in the "requested" column:

	Requested	Donated
Bookkeeping Service at 75 per mo. x 12 mos.	$900	

If the services are being provided free by a friend of the project then it goes in the "donated" column:

	Requested	Donated
Bookkeeping Service at $75 per mo. x 12 mos.		$900

It is important to develop as much donated services and equipment as possible. No funding source likes to feel it is being asked to carry the entire burden of a project. If the project really means something to you and to your community, then you should have been able to develop a substantial matching contribution in your budget. Other kinds of contract services that might be included would be for auditing, public relations, etc.

In this section you can include all of your volunteer assistance. How do you value a volunteer's time for budgetary purposes? Well, federal agencies maintain lists of various types of jobs, and assign a value to each hour of volunteer time for each position. For example, the time of a professional Social Worker may be valued at $7.50 per hour, and would look like this in your budget:

	Requested	Donated
(1) Volunteer Social Worker at $7.50 per hr. x 4 hrs per wk. x 40 wks.		$1,200

The figure which you get from a federal agency volunteer valuation list may be less than the actual current hourly salary of the volunteer. In that case, you may use the actual hourly salary, but be prepared to substantiate that figure. Or, the volunteer may have worked as a paid consultant for $10 per hour. You can use that figure if you can document it.

With all of your volunteers you are required to deliver the promised volunteer services, just as if the funding source was actually paying their salary, and you will be asked to document the work performed by volunteers and keep records of their volunteer time which may be audited in the case of a federal grant.

II. NON-PERSONNEL

A. Space Costs

In this section you list all of the facilities you will be using, both those on which you pay rent and those which are being donated for your use. Rent you pay, or the valuation of donated facilities, must be comparable to prevailing rents in the geographic area in which you are located. In addition to the actual rent, you should also include the cost of utilities, maintenance services and renovations, if they are absolutely essential to your program.

B. Rental, Lease or Purchase of Equipment

Here you list all of the equipment, donated or to be purchased, that will be used in the proposed program. This includes office equipment, typewriters, Xerox machines, etc. Let discretion be your guide in this section. Try to obtain as much donated equipment as you can. It not only lowers the cost of the program, but it shows the funding source that other people are involved in trying to make the program happen.

C. Consumable Supplies

This means supplies such as paper clips, paper, pens, pencils, etc. A reasonable figure to use is $75 per year for each of your staff. If you have any unusual needs for supplies — perhaps you are making a workroom available for community persons — then put in a separate figure for that. For example:

	Requested	Donated
18 staff x $75 per year	$600	
Supplies for community work-room x $30 per mo. x 12 mos	$360	

D. Travel

Divide the section up into local and out-of-town travel. Don't put in any big lump sums which will require interpretation or raise a question at the funding source. Remember, on local mileage all of your staff won't be driving on the job, and not all who do will drive the same amount. For example:

	Requested	Donated
Out-of-town travel		
(1) Community Organizer to NACD training program in Detroit, July 5-8, $242 round-trip airfare plus 4 days per diem at $25 per day	$342	

	Requested	Donated
Local travel		
Exec. Director at 100 mi. per x 12 mos. x 10¢ per mi.	$120	
(2) Community Organizers at 500 mi. per mo. x 12 mos. x 10¢ per mi.	$1,200	

Out-of-town travel is a very vulnerable section of your budget. Plan and justify as completely as you can.

E. Telephones

Remember installation costs! Put in the number of instruments you will need times the expected monthly cost per instrument. Justify any extensive out-of-town calling that you will have to do.

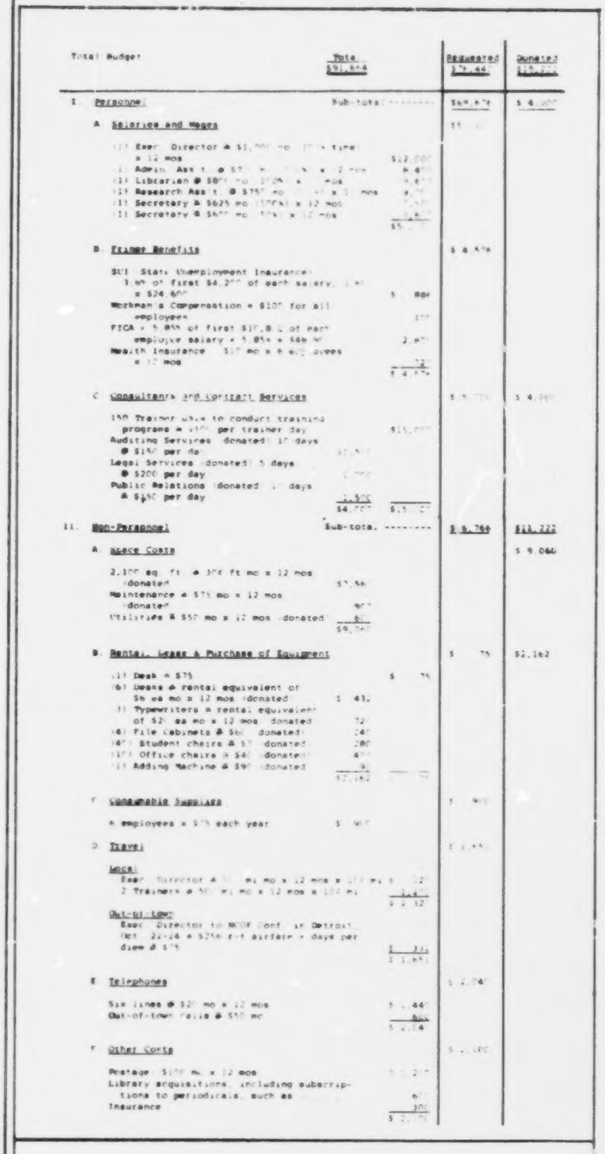
F. Other Costs

This catch-all category can include the following:

1. Postage
2. Fire, theft and liability insurance
3. Dues in professional associations paid by the agency
4. Subscriptions
5. Publications, the cost of which may be broken up into:
   a. printing
   b. typesetting
   c. addressing, if done by a service
   d. mailing (separate and distinct from office postage above)
6. Any other items that don't logically fit elsewhere

A NOTE about Indirect Costs

Some programs, particularly those conducted within a large institution, such as a college or university, also include an indirect cost figure. Indirect costs are paid to the host institution in return for its rendering certain services to the project. The host may manage the bookkeeping and payroll, assume some responsibility for overseeing the project, take care of maintenance and utility costs, etc. The first time an institution conducts a federally funded program it projects what these indirect costs will be. Subsequently there is an audit by the federal government, and an indirect cost figure is fixed which will hold for the institution for all subsequent federal grants until the time of the next audit.



Total Budget — Total $91,6[illegible] — Requested $7[illegible] — Donated $1[illegible]

I. Personnel — Sub-total — $6[illegible] — $6,[illegible]

A. Salaries and Wages — $[illegible]
(1) Exec. Director @ $1,[illegible] mo. ([illegible] time) x 12 mos — $12,000
(1) Admin. Ass't. @ $[illegible] x [illegible] mos — [illegible]
(1) Librarian @ $[illegible] mo. (100%) x [illegible] mos — [illegible]
(1) Research Ass't. @ $[illegible] mo. x [illegible] mos — [illegible]
(1) Secretary @ $625 mo. (100%) x 12 mos — [illegible]
(1) Secretary @ $[illegible] mo. ([illegible]%) x 12 mos — [illegible]
$5[illegible]

B. Fringe Benefits — $ 4,[illegible]
SUI (State Unemployment Insurance) [illegible] of first $4,2[illegible] of each salary [illegible] x $24,6[illegible] — $ [illegible]
Workman's Compensation = $100 for all employees — [illegible]
FICA = 5.85% of first $1[illegible] of each employee salary = 5.85% x $[illegible] — 2,[illegible]
Health Insurance $[illegible] mo. x [illegible] employees x 12 mos — [illegible]
$ 4,[illegible]

C. Consultants and Contract Services — $[illegible] — $ 4,[illegible]
150 Trainer days to conduct training programs @ $[illegible] per trainer day — $15,[illegible]
Auditing Services (donated) 1[illegible] days @ $150 per day — $1,5[illegible]
Legal Services (donated) 5 days @ $200 per day — 1,[illegible]
Public Relations (donated) 1[illegible] days @ $150 per day — 1,500
$4,[illegible] — $15,[illegible]

II. Non-Personnel — Sub-total — $ [illegible] — $11,222

A. Space Costs — $ 9,066
2,100 sq. ft. @ [illegible] ft mo x 12 mos (donated) — $7,56[illegible]
Maintenance @ $75 mo x 12 mos (donated) — [illegible]
Utilities @ $50 mo x 12 mos (donated) — [illegible]
$9,0[illegible]

B. Rental, Lease & Purchase of Equipment — $ 75 — $2,162
(1) Desk @ $75 — $ 75
(6) Desks @ rental equivalent of $6 ea mo x 12 mos (donated) — $ 432
([illegible]) Typewriters @ rental equivalent of $2[illegible] ea mo x 12 mos (donated) — 72[illegible]
(4) File Cabinets @ $6[illegible] (donated) — 240
(4[illegible]) Student chairs @ $[illegible] (donated) — 200
(1[illegible]) Office chairs @ $4[illegible] (donated) — 4[illegible]
(1) Adding Machine @ $9[illegible] (donated) — 9[illegible]
$2,162

C. Consumable Supplies — $ [illegible]
[illegible] employees x $[illegible] each year — $ [illegible]

D. Travel — $ [illegible]
Local
Exec. Director @ [illegible] mi mo x 12 mos x [illegible] mi — $ 12[illegible]
2 Trainers @ [illegible] mi mo x 12 mos x [illegible] mi — 1,[illegible]
$ [illegible]
Out-of-town
Exec. Director to NCOF Conf. in Detroit, Oct. 22-26 @ $256 r-t airfare + days per diem @ $[illegible] — $ 3[illegible]
$ 1,[illegible]

E. Telephones — $ 2,04[illegible]
Six lines @ $2[illegible] mo x 12 mos — $ 1,440
Out-of-town calls @ $5[illegible] mo — 6[illegible]
$ 2,04[illegible]

F. Other Costs — $ [illegible]
Postage $1[illegible] mo x 12 mos — $ [illegible]
Library acquisitions, including subscriptions to periodicals, such as [illegible] — [illegible]
Insurance — 300
$ [illegible]

The Grantsmanship Center
NEWS

Annual Subscription Rate is $15 for one year, $27 for two years and $38 for three years. For foreign subscriptions, add $3 per year for surface mail, $14 per year for airmail.

Program Planning & Proposal Writing:
Reprints: 1 - 10 copies, 75 cents each; 11 - 25 copies, 60 cents; 26 - 100 copies, 50 cents; 101 or more 40 cents

--Kiritz, 1974

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Included in the following budget is a description of the fringe benefits the staff will receive:

SEX ROLES IN CULTURAL PERSPECTIVE: A TEACHING APPROACH

August 15, 1976 - August 15, 1977

Budget Justification

PERSONAL SERVICES

(a) Staff Effort and Salary Cost	Status	Rate/Week	Weeks of Effort	Cost
Principal Investigator	E	$351	42	$14,742
Project Advisor	E	724	1	724
Curriculum Developer	T	460	22	10,120
Curriculum Developer	T	460	22	10,120
Evaluator	E	320	22	7,040
Research Assistant	E	256	33	8,448
Secretary	N	174	18	3,132
Total Staff Effort and Salary Cost			160	$54,326

(b) Fringe Benefits	
Exempt	$12,803
Non-Exempt	1,082
Total Fringe Benefits	$13,885
Total Staff Costs	$68,211

Fringe benefit rates excluding vacations, holidays, sick leave, and other leave days are 19.61% for Exempt Status employees and 13.87% for Non-Exempt Status employees.

The Laboratory's standard accounting procedures include all personnel benefits in the fringe benefit category. The cost of salaries includes only days actually worked on the project and does not include vacation, holidays, sick leave, and other leave days. A full-time working year, excluding these days, is 44 weeks.

Benefit rates, including all paid leave, expressed as a percentage of working salaries are:

DESCRIPTION OF BENEFITS	EXEMPT STATUS	NON-EXEMPT STATUS
Vacation Pay	9.09%	9.09%
Holiday, Floating Holiday & Other Leave Pay	5.68%	5.68%
Sick Leave Pay	3.86%	3.86%
Retirement	17.79%	8.30%
Insurance (Medical, STD, LTD, Workmens Compensation)	4.94%	7.64%
	41.36%	34.57%

A budget explanation is provided for each expense category in the following example:

BUDGET EXPLANATION

6a Personnel $ 70,000

Project Director 100% time $ 17,000

Because of the magnitude and scope of this project, staff of the project will be located both in the central office and in three of the regional centers of the Department of Education. The project director will be responsible for the overall direction and administration of the project, design of the training workshops, and will be the primary liaison between the SSC/SAC project staff of the Bureau of Student Services and the staff of the Bureau of Equal Educational Opportunity. She will also be responsible for preparing and submitting reports to the WEEA liaison.

Education Specialists 100% time 3 @ 15,000 $45,000

The three educational specialists will be located in three of the Department's six regional centers across the state. Each specialist will be responsible for project activities in two centers. The specialists will serve primarily as program developers and workshop trainers. They will assist with the planning of the project's activities but will be primarily responsible for implementation of the programs developed, workshops designed, and Student Service Center activities. They will coordinate activities with the Chapter 622 and SAC staff in each of the regional centers and will give technical assistance to the local schools in developing model programs at the local level.

Secretary/Bookkeeper 100% time $ 8,000

The person hired for this position will do all clerical work for the project, and will take care of financial records of project including typing of numerous reports, evaluation instruments, and correspondence.

6c Travel $ 3,000

4 staff in-state travel @ 12¢ per mile
$500 per staff person $ 2,000

Extensive in-state travel will be required in providing on-site technical assistance to schools, attending workshops, etc.

	Out-of-state travel for project staff	$ 1,000
	Out-of-state travel will be required in communicating with and disseminating project results to other interested parties.	
6d	Equipment	$ 1,000
	2 typewriters @ $500 one for secretary/bookkeeper and one for Southeast Student Service Center staff	
6e	Supplies and Postage	$ 4,000
	Office supplies, mimeograph paper, Xeroxing costs, postage. Dissemination costs.	
6h	Other	$45,000
	A. Consultants	$ 4,500
	Videotape Editor/Advisor 25 days @ $75.00	$ 1,875
	Evaluator 35 days @ $75.00	$ 2,625
	The evaluator will have primary responsibility for designing overall evaluation strategy, and at least twelve evaluation instruments.	
	B. Printing and Videotape	$10,000
	5 workshop manuals @ $1,500 - 3000 cc.	$ 7,500
	100 one-hour videotapes @ $25.00/hr to film workshops, from which three 30-minute tapes will be produced. The equipment for taping and editing will be provided by the Department's Bureau of Media Services at no cost. The only costs will be for the tapes and a consultant to supervise editing.	
	C. Student Stipends	$15,000
	2 students for each of the 5 Student Service Centers to work 12 hrs/wk for 50 wks @ $2.50/hr.	
	D. Workshop/Conferences	$15,500
	Room rental and food for 9 workshops 3 workshops per region, 3 regions	$ 3,000
	Reimbursements to school systems for substitute teachers so teachers can attend workshops. 500 teachers at $25 per diem	$12,500

The following budget is preceded by an explanation of the special circumstances under which the agency is requesting funds:

Budget

The total funding requested from the Women's Educational Equity Program is $14,915. Budget Information forms and an explanation sheet for the project were presented in Part III of the proposal.

The primary category for which funding is requested is personnel. No funds are requested for supplies. This reflects the fact that over the past five years, the Department of Educational Technology and Library Science has spent several thousand dollars to develop a model media collection including both print and non-print educational materials and professional books. Included in this collection are materials related to women's studies. In addition, both co-directors serve as book review editors for national publications. As a result, the department receives review copies of new books for children and young adults from publishers.

No funds are requested for the consulting to be done by the Project Development Consultant. He has agreed to review all products and activities in the development project as required for the duration of the project.

If the project is funded by the Women's Educational Equity Program, the financing will allow systematic development and fieldtesting of a librarian training program for promoting educational equity through school libraries. As noted earlier, at the conclusion of the funding period the program will be available for dissemination to educational agencies.

BUDGET EXPLANATION SHEET

PERSONNEL (a)			
Director	1/4 time for academic year 1/4 x AY 1976-1977 salary of $12,765 = $3,191	$3,191	
Co-Director	1/4 time for academic year 1/4 x AY 1976-1977 salary of $16,610 = $4,153	4,153	
TOTAL PERSONNEL			$ 7,344
FRINGE BENEFITS (b)			
15% x Director and Co-Director's salaries			1,102
SUPPLIES (c) (See Budget Narrative)			

OTHER (h)			
Consultant	2 days at $100 per day 1 round trip Seattle to Phoenix @ $204 $200 + $204 = $404	404	
Reproduction of instructional materials		300	
TOTAL OTHER			704
TOTAL DIRECT CHARGES			9,150
INDIRECT CHARGES (HEW audited rate for _____ University = 63% x TDC) 63% x $9150 = $5,765			5,765
TOTAL			$14,915

PART II.L: APPENDIX

The appendices include items that clarify or add to the main body of the proposal, but are too bulky to be included there. They strengthen the case for your capability to deliver what you are proposing. They include resumes, letters of support, and other technical data.

Some examples other then those included in this section are reprints of newspaper articles showing your organization's strength and experience in the area of women's concerns or a brochure on services to women.

Do not expect readers to look at the appendix unless you have made reference to the information in your narrative. For this reason, do not put information that you want included in the proposal scoring in the appendix only.

PART II.L.(1): RESUMES

Resumes of proposed project staff and consultants should be included in your proposal. These are detailed descriptions of each person's experience and qualifications for the project. Resumes should contain all relevant experience, whether it is paid or volunteer work.

There are a variety of styles for presenting vitae, some of which follow. The important thing to remember in presenting your staff's qualifications is to emphasize those qualifications which have relevance to the proposed project.

Professional History

1973 - 1979	University of Alaska, Fairbanks: Special Assistant, Office of the President (1978 - 1979) Associate Professor: Center for Cross-Cultural Studies (formerly Center for Northern Educational Research, 1977 - 1979) Assistant Professor: Center for Northern Educational Research (1973 - 1977)
1972 - 1973	Independent Research Consultant: Oceanport, New Jersey. Consultant contracts with the following groups in chronological order: Resource Management Corporation; Educational Testing Service; Evaluation Center; Ohio State University; National League for Nursing; School of Education, University of Maine
1969 - 1972	Part-time positions during doctoral studies: Research Associate: Analysis of 1969-70, Office of Education/ HEW Survey of Compensatory Education (Title I), Amherst, Massachusetts Research Associate: Evaluation Service Center for Occupational Education, Amherst, Massachusetts Assistant to the Director: Community Learning Center (Long Branch), Brookdale Community College, Lincroft, New Jersey Supervising Tester: Head Start Follow-Through Evaluation, Stanford Research Institute (Test Locations: Brattleboro and Lakewood)
1968 - 1969	Associate Director: Compensatory Education Evaluation and Modification Study, University of Massachusetts, Amherst, Massachusetts
1967 - 1968	Evaluation Coordinator: Brattleboro Follow-Through, Windham Southeast Supervisory Union, Brattleboro, Vermont
1967	Director of Social Services for Summer Head Start: Champlain Valley Office of Economic Opportunity, Burlington, Vermont

RESUME

EDUCATION

Ithaca College, Ithaca, New York	Attended from 1968-1971. Emphasis in American and European literature; philosophy.
Empire State College, Rochester, New York	Received B.A. in Spring, 1973. Emphasis in education and feminist literature.
Pratt Institute, Brooklyn, New York	Graduate School of Library and Information Science. Received M.L.S. in December, 1975.

EMPLOYMENT

Ithaca College Art Museum	1970-1971. Part time. Responsible for the running of a small art library which included books, periodicals, national gallery information. Worked on researching and setting up an exhibit of art from Thailand. Narrated and appeared in a film for young people which documented the process of creating a museum exhibition.
Open House, "crisis and growth center"	1971. Part time. Member of a co-ordinator collective, with specific responsibility to supervise a 24-hour telephone "crisis" service. Did individual and group peer counseling. Led a weekly group for young people.
Markles Flats Alternate Junior High School	1971-1972. Part time, and later full time. Taught classes in drug education, sexuality and sex roles, English, reading. Performed administrative duties as assistant to the principal (6 months)

Ithaca High School	1972-1973. Full time. Teaching assistant. Taught four English classes to senior students. Provided individual instruction for one young woman, for which she received a full year's credit in English.
American School in London, London, England	1973-1974, Full time. Assistant librarian. Responsible for periodical section and vertical file; prepared bibliographies for students and faculty; conducted library-instruction classes for grades 5-7; presented book talks and offered storytelling sessions for grades 5-12; collection building with emphasis on feminist fiction and non-fiction; Black literature.
Women's Action Alliance	Summer, 1975 to present. Part time until December, 1975; full time since January, 1976. Librarian, in full charge of special library devoted to women's issues. Material covers all aspects of women's movement, and includes books, records, pictures, periodicals, pamphlets, studies, vertical file. Responsible for collection building and maintenance, information assistance to staff, information assistance to the public.

PUBLICATIONS, CONFERENCES, MEMBERSHIPS

The Art of Thailand, an exhibition catalog	1971. Researched and wrote introductory essay on Thai Buddhist sculpture; prepared descriptive notes for pieces included in museum exhibit; worked on layout.

Peter Learns to Crochet	1973. A non-sexist book for young readers. Published by The New Seed Press, California and The Feminist Press, New York, as part of the Storypack series.
Works in progress	1976. Planning a biographical series for young people on women authors.
Children's Literature Conference, Exeter University, England	1974. Attended 3-day conference and participated in children's literature writing workshops.
Special Libraries Association	1976. Member.
Women Library Workers	1976. Member of national organization. Founding member of the N.Y.C. Chapter. Listed as a resource person in the 2nd Edition, SHARE Directory (Sisters Have Resources Everywhere).
New York/New Jersey Librarians and Library Workers, Feminist Caucus	1976. Member.
Beta Phi Mu, Theta Chapter	1976. Member, national library society.

Dr. Walter M. Mathews
School of Education
University of Mississippi
University, MS 38677

Position: Associate Director of Center for the Study of Contemporary Rural Women

Current Position: Associate Professor of Educational Administration, University of Mississippi, Associate Director of The Center for the Study of Contemporary Rural Women, Inc., Director of WEEA subcontract to prepare training materials for women grant writers.

Education: Doctor of Philosophy, University of Wisconsin, in the Educational Research Training Program with a minor in educational psychology.

Publications: Published twelve articles in journals including "Sexism in American Education" in Counseling and Values, 20, 3(April 1976), pp. 126-130.

In 1973 wrote a "viewpoint" article on "Sexism in American Schools" which was published as a feature article by several newspapers in the Mid-South region.

Papers: Presented thirty-seven papers at various international, national and regional meetings including organization and chair of the following symposia at the annual meetings of the American Educational Research Association:

1972 Sexism: A Research Approach
1973 Homosexuality: Out of the Educational Closet
1976 The Appalachian Child

Related Activities: Director of "Branch Out," the WEEA funded project to promote women's educational equity in rural schools.

Invited to be a discussant for a session on "Sexism" at the 1974 meeting of the Southeastern Psychological Association.

Consultant to two WEEA-funded projects: Sex-Stereotyping Project (Georgia State University) and the Project on Sex Stereotyping in Education (Women's Educators, Inc.).

Delegate to the State Conference for International Women's Year, 1977.

Recipient of two Fulbright-Hays Grants to lecture/research and consult in developing countries (Turkey in 1967-68 and Sri Lanka in 1975-76).

PART II.L.(2): SUPPORTING LETTERS

Letters from prominent professionals in your project area, professional people in the community who agree that there is a need for your project, and political figures in your area can do much to lend support to your project and convince reviewers that it is needed. Make personal contact with these people and ask them to write letters giving their support to your project. If money, equipment, facilities, consultants or any in-kind support is offered, have it put in writing and append the letter to your proposal. Make reference in your narrative section to this support, and mention that these letters appear in an appendix. Don't overdo the number and kind of supporting letters.

State of Mississippi
DEPARTMENT OF EDUCATION
JACKSON 39205

C. E. HOLLADAY
SUPERINTENDENT

June 13, 1977

Director
Women's Educational Equity Program
U. S. Office of Education
Washington, D.C. 20202

Dear Director:

The University of Mississippi, through the office of Dr. Walt Mathews of the School of Education, has proposed a "project which is a model for educational change among rural schools." There are three major messages in this proposal: 1) educational inequities by sex do exist, 2) these inequities can be damaging, and 3) alternatives are available. The target population includes the community leaders, school board members, school administrators, teachers from rural areas of Mississippi, farmers, migrants, and appalachians.

I support the concepts this proposes and encourage the approval of this proposal.

Sincerely,

C E Holladay
C. E. Holladay
State Superintendent of Education

CEH/thb

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY

May 20, 1976

Ms. Joan E. Duval, Director
Women's Program Staff
United States Office of
Education
400 Maryland Avenue
Washington, D.C. 20202

Dear Ms. Duval:

The Bureau of Equal Educational Opportunity has worked very closely with the Bureau of Student Services in the conceptualization and subsequent development of this Women's Educational Equity Act proposal designed to involve secondary school students in the process of counteracting sex role stereotyping.

We strongly endorse and support this proposal and look forward to our continued collaboration in the implementation of the program. All Bureau staff members responsible for the Chapter 622 and Title IX effort are ready to assist with the realization of these program goals and to make available other relevant Bureau resources.

Sincerely yours,

Charles L. Glenn
Director

Sally Dias

Sally Dias
Project Director for
Chapter 622

Please call us if
you'd like more
information on how
we will collaborate
with this effort!
(617) 727-5880

PART II.L.(3): SUPPORTING TECHNICAL DATA

Supporting technical data includes statistics, graphs, charts, and diagrams that help to clarify or support statements made in your proposal, usually in the need statement. These data should be kept as clear and simple as possible.

The following appendix is simply a list of addresses of the advisory committee and the National Validation Task Force who were working on this project.

Appendix B

Advisory Committee

Beverly Armento
Curriculum and Instruction
School of Education
University Plaza
Georgia State University
Atlanta, GA 60303

Joanne Hort
23 W. 89th St. 2F
New York, NY 10024

Cheryl Wild
Educational Testing Service
Princeton, NJ 08540

Barbara Campbell
John S. Burke School
Business Education Dept.
Goshen, NY

Betty E. Sinnowitz
DuShane Emergency Fund
National Education Assn.
1201 Sixteenth Street, NW
Washington, D.C. 20036

Geneva Woodruff
N. Supervisory District
N. Easton Grammar School
N. Easton, MA 02356

National Validation Task Force

South

Dr. Joyce Smith
School of Education
Georgia College
Milledgeville, GA

Ms. Joyce Durand
School of Education
West Georgia College
Carollton, GA 30117

North

Dr. John Long
Curriculum Research and
  Development Center
Univ. of Rhode Island
Kingston, RI 02881

Dr. Sandra Stein
School of Education
Rider College
Lawrenceville, NJ 08648

West

Dr. Mary Craik
Dept. of Psychology
St. Cloud State Teachers
  College
St. Cloud, MN 56301

Dr. Jennette Dittman
College of Home Economics
North Dakota State Univ.
Fargo, ND 58102

--Campbell, grant proposal

In this example the cited figures introduce the issue concisely and directly.

In a recent study of a university freshman class, 57 percent of male first-year students had taken four years of high school math, while *only eight percent of females had done so*. As a result, 92 percent of freshman women could major in only five (5) out of 20 available fields, since calculus was a requirement for the other 15 (Sociologist Lucy Sell, Survey at Berkeley). Sell's charge: "Nobody told girls that they couldn't get jobs in the real world unless they knew math." (*Time Magazine*, March 14, 1977).

In a recent doctoral dissertation study, it was found that "there are more negative stereotypes for math-gifted girls than boys" and that mathematically apt girls "seem more willing to sacrifice intellectual stimulation to social stimulation (Lynn Fox, John Hopkins University). Other studies have confirmed that "girls' interest in math plummets at around *age twelve*, when adolescence makes them more aware of social roles" (Sheila Tobias, Wesleyan University).

Two major problems according to math educators are: 1) math is widely regarded as a male subject and 2) math is thought of as irrelevant to ordinary life.

From the above stated problems, it would seem then, that the key factor or need to be addressed is the development of an understanding of the importance of the interdisciplinary uses of math in many of the academic disciplines by relating them to career choices. Young women must also understand the historical sexist attitudes that have resulted in the systematic exclusion (through lack of encouragement) of women from higher math curricular offerings. This feminine math anxiety syndrome is being dealt with on a few college campuses, and young women are discovering that females have been socialized and stereotyped when it comes to their ability to deal with numbers.

Stanley Kogelman and Joseph Warren, Co-Directors of Mind Over Math in New York hold group sessions for adult women. They have found that in addition to role socialization during puberty, for most women language was the first and remains the most comfortable source of knowing--and for a verbal child, advanced arithmetic is disturbingly ambiguous in its application of words. Their report states:

> There are many meanings of the word "of" in arithmetic: a part "of" something suggests division; but one-third "of" one-fourth is a multiplication problem. The word "multiply" is surely confusing as it is used in fractions. One of the Clinic's clients recalled vividly how disturbing it was for her to discover that "multiplying" fractions actually reduced their value and that "dividing" them might produce a "larger" number as the answer. For students whose trust in mathematics has not been violated, x^{-2} can be accepted as just another way of writing $\frac{1}{x^2}$; but to others needing to visualize what they are learning, x^{-2} is a very strange beast, indeed.
>
> When math fails to correspond to a previously assumed logic of language, a young person's trust in mathematics may vanish.

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Table 1

Distribution of Participating Schools by Size, Race, and Socio-economic Status

School	Total Population	Sophomore Girls	Racial/Ethnic Balance	Socio-economic Status
Cleveland Heights High School 2155 Miramar Boulevard University Heights 44118	2700	450	25% Black	Upper-lower to Upper-middle
Shaker Heights High School 15600 Parkland Drive Shaker Heights 44120	1800	300	20% Black	Lower-middle to Upper-middle
Erieview Catholic High School 1736 Superior Avenue Cleveland 44114	450	150	26% Black; 5% Spanish & American Indian	Low to Lower-middle
Villa Angela Academy 17001 Lake Shore Boulevard Cleveland 44110	870	215	10% Black; Remainder predominantly Slovenian & Lithuanian	Middle
Hathaway Brown School 19600 North Park Boulevard Cleveland 44122	275	48	10% Black	Lower-middle to Upper
Laurel School 1 Lyman Circle Shaker Heights 44122	480	56	6% Black	Lower-middle to Upper

This table clearly summarizes the relevant data.

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PART II.M: OFFICIAL FORMS AND ASSURANCES

Official forms may cover a variety of documents, some of them legal formalities, such as compliance forms. Some Federal agencies require the entire proposal to be typed on specific forms. You should carefully read the instructions provided by agencies indicating which forms are to accompany your application and which ones are to be submitted within the proposal itself. Instructions on how to complete the forms should be carefully followed.

The following Federal forms (with explanations) follow:

- Title VI of the Civil Rights Act of 1964 (Form HEW 441)
- Title IX of the Education Amendments of 1972 (Form HEW 639A)
- Protection of Human Subjects (Form HEW 596)
- Section 504 of the Rehabilitation Act of 1973 (Form HEW 641)
- Project Approval Information (Form HEW 608T).

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circular No. A-95 and GSA Circulars FMCs 74-4 and 74-7, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with GSA Circular FMC 74-7.

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Read this "Notice" carefully and pay particular attention to the documents mentioned. Be sure that all pertinent documents which apply to your situation are submitted with your grant application if they are not already on file with DHEW. Documents should be submitted along with the budget section of your application. This notice need not be submitted.

NOTICE

1. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), on Form HEW 441. **If a copy of Form HEW 441 is NOT already on file with the Department, it must be submitted with this application.**

2. No application for Department of Health, Education, and Welfare financial assistance under any education program or activity is approved unless the applicant has on file with the Department an accepted assurance of compliance with Title IX of the Education Amendments of 1972 (Public Law 92-318), on Form HEW 639A (formerly Form HEW 639). If a copy of Form HEW 639 or Form HEW 639A is NOT already on file with the Department, it must be submitted with this application.

3. Department of Health, Education, and Welfare policy requires that if any phase of THIS project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed on Form HEW 596. If there is any question about application of requirements for protection of human subjects to this project, further information should be requested from the Office of Protection from Research Risks, National Institutes of Health, DHEW, 9000 Rockville Pike, Bethesda, Maryland 20014.

4. No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), on Form HEW 641. If a copy of Form HEW 641 is NOT already on file with the Department, it must be submitted with this application.

5. If this is an application for continued support, include if you have not already done so (a) the report of inventions conceived or reduced to practice required by the terms and conditions of the grant, or (b) a list of inventions already reported, or (c) a negative certification.

NOTE: A copy of each of the four forms enumerated above (Forms HEW 441, 639A, 596, and 641) is attached hereto for your convenience in the event that you may be required to file one or more of them in accordance with the ABOVE instructions. If, however, 1, 2, and/or 4 of the above assurances have been submitted to either the Office of Education (OE) or the Department, another original or copy need not be submitted nor will any OE program insist upon such a duplicate submission as a consideration of any application.

Read this "Explanation" (HEW 441A) carefully to make sure you are in compliance, Then provide the appropriate information on "Assurance of Compliance" under the Civil Rights Act that follows, which is a legal document. This document need not be submitted.

Explanation Of

HEW FORM NO. 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Section 80.4 of the Department of Health, Education, and Welfare's Regulation effectuating Title VI of the Civil Rights Act of 1964 requires that every application to the Department for Federal financial assistance shall contain or be accompanied by an Assurance that the program or facility to be assisted will be conducted or operated in compliance with Title VI of the Civil Rights Act and with all requirements imposed by or pursuant to the Department's Regulation.

Section 80.4 further provides that "the form of the foregoing Assurance and the extent to which like Assurances will be required of subgrantees, contractors, transferees, successors in interest and other participants," shall be specified by the responsible Department official. Under this authority, HEW Form No. 441 has been specified as the form of Assurance which shall apply to all applications for Federal financial assistance (except for continuing state programs which must meet the requirements of Section 80.4(b) and school districts availing themselves of Section 80.4(c) of the Regulation) submitted to the Department after January 3, 1965, also the circumstances have been specified under which an Applicant shall obtain comparable written Assurances of compliance from its subgrantees, contractors, and transferees. (See answers to Questions 11 and 12 below in this regard.)

HEW Form No. 441 constitutes a legally enforceable agreement to comply with Title VI of the Civil Rights Act of 1964, and with all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare issued thereunder. Applicants are urged to read the Department's Regulation before executing the Assurance.

The following explanation of the requirements of the Department's Regulation and the examples of the kinds of discriminatory practices prohibited by them are for the guidance of the Applicants.

1. *By executing the Assurance (HEW Form No. 441), what does an Applicant agree to do?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in providing to individuals any service, financial aid, or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department.

2. *What is meant by "distinction on the ground of race, color, or national origin"?*

A. "Distinction on the ground of race, color, or national origin" includes (1) any type of segregation, separate or different treatment, or other discrimination on that ground, (2) the imposition of any admission, enrollment quota, eligibility, or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit under a program or to be afforded an opportunity to participate in a program, if the race, color, or national origin of individuals is considered in determining whether they meet any such requirement or condition; (3) the use of membership in a group as a basis for the selection of individuals for any purpose, if in selecting members of the group there is discrimination on the ground of race, color, or national origin; and (4) the assignment of personnel to provide services, or the assignment of times or places for the provision of services, on the basis of the race, color, or national origin of the individuals to be served. It does not, however, include distinctions on the ground of race, color, or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups.

BEST COPY AVAILABLE

3. *What is meant by "service, financial aid, or other benefit"?*

A. "Service, financial aid, or other benefit" under a program receiving Federal financial assistance includes any education or training, any evaluation, guidance, counseling, or placement service, any health, welfare, rehabilitation, housing, or recreational service, any referral of individuals for any of the foregoing services, any scholarship, fellowship or traineeship stipend or allowance, and any loan or other financial assistance or benefit (whether in cash or in kind), which is made available to individuals (1) with the aid of Federal financial assistance, or (2) with the aid of the Applicant's or of other non-Federal funds required to be made available for the program as a condition to the receipt of Federal financial assistance, or (3) in or through a facility provided with the aid of Federal financial assistance or the non-Federal matching funds referred to in (2).

4. *What requirements are placed on the use of facilities?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility leased, acquired, constructed, improved, or equipped with the aid of Federal financial assistance extended to the Applicant by the Department, including—

(*a*) the use of any room, dormitory, ward, or other space in the facility;

(*b*) the use of any equipment in the facility;

(*c*) the use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility;

(*d*) the use of any facility not provided with the aid of Federal financial assistance if the availability of such facility is required as a condition to the receipt of Federal financial assistance for the Federally-assisted facility.

5. *What requirements are placed on the opportunities to participate in a program receiving Federal assistance?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in affording opportunities to individuals to participate (other than as employees) in any program receiving Federal financial assistance extended by the Department to the Applicant, including opportunities to participate—

(*a*) as providers of any service, financial aid, or other benefit to individuals under the program (e.g., as physicians, surgeons, dentists, or other professional practitioners seeking the privilege of practicing in a Federally-aided hospital or other facility),

(*b*) as conferees, observers, consultants, or advisers, or as members of advisory or planning groups, or

(*c*) as volunteers (e.g., as voluntary workers, or as patients or other subjects of study or experimentation in research, survey, demonstration, or like programs).

6. *Does that mean that an Applicant who signs the Department's Assurance may nevertheless make distinctions among his employees on the basis of race, color, or national origin?*

A. Title VI of the Civil Rights Act does not concern itself with employment practices except where a primary objective of the Federal financial assistance is to provide employment. Thus, where a basic objective of the program is to provide employment, the Applicant's employment practices are subject to the Department's Regulation. However, even where this is not the case an Applicant may be precluded from engaging in any discriminatory employment practices under the provisions of Title VII of the Civil Rights Act, Executive Orders 10925 and 11114, and the Merit System Regulations.

7. *When an Applicant's employment practices are covered by the Department's Regulation, what requirements must be met?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in its employment practices (including recruitment or recruitment advertising, hiring, layoff or termination, upgrading, demotion, or transfer, rates of pay or other forms of compensation, and use of facilities) with respect to individuals seeking employment or employed under any program receiving Federal financial assistance extended to the Applicant by the Department, in those programs where a primary objective of the Federal financial assistance is to provide employment to such individuals. This includes programs under which the employment is provided—

(*a*) as a means of extending financial assistance to students or to needy persons,

(*b*) to students, fellows, interns, residents, or others in training for related employment (including research associates or assistants in training for research work), or

(*c*) to reduce unemployment or to provide remunerative activity to individuals who because of severe handicaps cannot be readily absorbed in the competitive labor market.

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8. *What effect will the Regulation have on a college or university's admission practices or other practices related to the treatment of students?*

A. An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction on the ground of race, color, or national origin in the admission practices or any other practices of the institution relating to the treatment of students.

(*a*) "Student" includes any undergraduate, graduate, professional, or postgraduate student, fellow, intern, student, or other trainee receiving education or training from the institution.

(*b*) "Admission practices" include recruiting and promotional activities, application requirements, eligibility conditions, qualifications, preferences, or quotas used in selecting individuals for admission to the institution, or any program of the institution, as students.

(*c*) "Other practices relating to the treatment of students" include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity; the performance evaluation, discipline, counseling of students; making available to students any housing, eating, health, or recreational service; affording work opportunities, or scholarship, loan or other financial assistance to students; and making available for the use of students any building, room, space, materials, equipment, or other facility or property.

9. *Does the Assurance of nondiscrimination apply to the entire operation of an institution?*

A. Insofar as the Assurance given by the Applicant relates to the admission or other treatment of individuals as students, patients, or clients of an institution of higher education, a school, hospital, nursing home, center, or other institution owned or operated by the Applicant, or to the opportunity to participate in the provision of services, financial aid, or other benefits to such individuals, the Assurance applies to the entire institution. In the case of a public school system the Assurance would be applicable to all of the elementary or secondary schools operated by the Applicant.

10. *What about a university which operates several campuses?*

A. Section 80.4(d)(2) of the Regulation provides for a more limited Assurance only where an institution can demonstrate that the practices in part of its operation in no way affect its practice in the program for which it seeks Federal funds. This would be a rare case.

11. *If an Applicant intends to make use of other individuals to help carry out the Federally-assisted program, does the requirement not to discriminate apply to such a subgrantee or contractor?*

A. It does. The Applicant must require any individual, organization, or other entity which it utilizes, to which it subgrants, or with which it contracts or otherwise arranges to provide services, financial aid, or other benefits under, or to assist it in the conduct of, any program receiving Federal financial assistance extended to the Applicant by the Department, or with which it contracts or otherwise arranges for the use of any facility provided with the aid of Federal financial assistance for a purpose for which the Federal financial assistance was extended, to comply fully with Title VI of the Civil Rights Act of 1964 and the Regulation of the Department of Health, Education, and Welfare issued thereunder.

12. *Must this Assurance of nondiscrimination by the subgrantee, etc., be in writing?*

A. In the case (1) of any contractual or other arrangement with another such individual or entity which will continue for an indefinite period or for a period of more than three months, (2) of any subgrant, or (3) of any conveyance, lease, or other transfer of any real property or structures thereon provided with the aid of Federal financial assistance extended to the Applicant by the Department, the Applicant shall obtain from such other person, subgrantee, or transferee, an agreement, in writing, enforceable by the Applicant and by the United States, that such other individual or entity, subgrantee, or transferee will carry out its functions under such subgrant, or contractual or other arrangement, or will use the transferred property, as the case may be, in accordance with Title VI of the Act and the Regulation will otherwise comply herewith.

13. *What obligations does the Applicant have to inform beneficiaries, participants, and others of the provisions of the Regulation?*

A. The Applicant must make available to beneficiaries, participants, and other interested persons information regarding the provisions of the Regulation and protections against discrimination provided under Title VI of the Civil Rights Act. The Department will issue shortly more detailed instructions on carrying out this phase of the Regulation.

BEST COPY AVAILABLE

14. *What obligations does the Applicant have to keep records and to make them available to the Department?*

A. From time to time, Applicants may be required to submit reports to the Department, and the Regulation provides that the facilities of the Applicant and all records, books, accounts, and other sources of information pertinent to the Applicant's compliance with the Regulation be made available for inspection during normal business hours on request of an officer or employee of the Department specifically authorized to make such inspections. More detailed instructions in this regard will also be forthcoming from the Department in the near future.

15. *Must separate Assurance forms be filed with each application?*

A. As a general rule once a valid Assurance is given it will apply to any further application as long as there is no indication of a failure to comply.

Fill out this document after you have read the previous explanation pages. This form should be included in your grant application.

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

(Name of your agency) (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated *(Date of submission)*

(Name of your agency)
(Applicant)

By ______________________
(President, Chairman of Board, or comparable authorized official)

(Address of your agency)
____
(Applicant's mailing address)

This signature must be that of an authorized official of your agency (Someone who can sign legal documents).

HEW-441
(12-64)

Read Carefully. Title IX prohibits discrimination on the basis of sex in education programs that receive Federal money. This form need not be submitted with grant application. It is an explanation of the Assurance of Compliance form that follows.

Explanation Of

HEW FORM 639 A (3/77), ENTITLED "ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF"

Section 901 of Title IX of the Education Amendments of 1972 provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Section 902 of Title IX authorizes and directs the Department of Health, Education, and Welfare (hereinafter the "Department") to effectuate the nondiscrimination requirements of section 901 by issuing rules, regulations, and orders of general applicability. Pursuant to section 902, the Department has issued 45 C.F.R. Part 86 (hereinafter "Part 86") which became effective on July 21, 1975.

Section 86.4 of Part 86 requires that every application for Federal financial assistance for any education program or activity shall, as a condition of its approval, contain or be accompanied by an assurance from the applicant satisfactory to the Director of the Office for Civil Rights (hereinafter the "Director") that each education program or activity operated by the applicant and to which Title IX of the Education Amendments of 1972 and Part 86 apply will be operated in compliance with Part 86.

Section 86.4 also provides that the Director will specify the form of the assurance required and the extent to which such assurance will be required of the applicant's subgrantees, contractors, subcontractors, transferees, or successors in interest. Under this authority, HEW Form 639 A, (3/77) has been specified as the form of assurance which shall apply to all recipients of and applicants for Federal financial assistance subject to the provisions of Title IX and awarded by the Department.

HEW Form 639 A, (3/77) constitutes a legally enforceable agreement to comply with Title IX and all of the requirements of Part 86. Applicants are urged to read Part 86 and the accompanying preamble. The obligation imposed by Title IX and Part 86 are independent of, and do not alter, the obligation not to discriminate on the basis of sex imposed by Title VII of the Civil Rights Act of 1964 (20 U.S.C. 2000e et seq.); Executive Order 11246, as amended; sections 799A and 855 of the Public Health Service Act (42 U.S.C. 295h-9 and 298b-2); and the Equal Pay Act (29 U.S.C. 206 and 206 (d)).

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Read Carefully. *The Period of Assurance is for duration of the grant.*

Assurance of Compliance from subgrantees/subcontractors must also be obtained if you use their services.

PERIOD OF ASSURANCE

HEW Form 639 A, (3/77) is binding on a recipient for a period during which Federal financial assistance is extended to it by the Department. With respect to Federal financial assistance used to aid in the purchase or improvement of real or personal property, such period shall include the time during which the real or personal property is used for the purpose of providing an education program or activity. A recipient may transfer or otherwise convey title to real and personal property purchased or improved with Federal financial assistance so long as such transfer or conveyance is consistent with the laws and regulations under which the recipient obtained the property and it has obtained a properly executed HEW Form 639 A, (3/77) from the party to whom it wishes to transfer or convey the title unless the property in question is no longer to be used for an education program or activity or the Federal share of the fair market value of such property has been refunded or otherwise properly accounted for to the Federal government.

An applicant or recipient which has submitted an HEW Form 639 A, (3/77) to the Director need not submit a separate form with each grant application but may, if the information contained therein remains accurate, simply incorporate by reference, HEW Form 639 A, (3/77), giving the date it was submitted. On the other hand, a revised HEW Form 639 A, (3/77) must be submitted within 30 days after information contained in the submitted form becomes inaccurate, even if no additional financial assistance is being sought.

OBLIGATION OF RECIPIENT TO OBTAIN ASSURANCES FROM OTHERS

As indicated in Article III, paragraph 2, of the Assurance, if a recipient subgrants to, or contracts, subcontracts, or otherwise arranges with an individual, organization, or group to assist in the conduct of an education program or activity receiving Federal financial assistance from the Department or to provide services in connection with such a program or activity, the recipient continues to have an obligation to ensure that the education program or activity is being administered in a nondiscriminatory manner. (See 45 C.F.R. 86.31.) Accordingly, the recipient must take reasonable steps to ensure that the individual, organization, or group in question is complying with Title IX and Part 86. These steps may include, but do not necessarily require, obtaining assurances of compliance from such subgrantees, contractors, and subcontractors in the form of, or modeled on, the HEW Form 639A, (3/77). These steps to require, however, such activities as may be reasonably necessary to monitor the compliance of these subgrantees, contractors, or subcontractors, regardless of whether they have submitted assurances to the recipient. If a recipient is unable to assure itself that any contractor, subcontractor, subgrantee, or other individual or group with whom it arranges to provide services or benefits **to its students and employees** does not discriminate on the basis of sex as described in Part 86, the recipient may not initiate or continue contracts, subcontracts, or other arrangements with that individual or group or make subgrants to it.

Read Carefully and submit the documents that apply to your situation.

ADMINISTRATIVELY SEPARATE UNITS

If an educational institution is composed of more than one administratively separate unit, a separate HEW Form 639 A, (3/77) may be submitted for each unit or one may be submitted for the entire institution. If separate forms are submitted, the administratively separate unit for which the form is submitted should be clearly identified in the first line of HEW Form 639 A, (3/77). An "administratively separate unit" is defined as a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution. See 45 C.F.R. 86.2(o).

STATE EDUCATION AGENCIES

State education agencies are generally not responsible for running pre-school, kindergarten,, elementary or secondary programs. Such responsibility is generally left to local education agencies although some supervisory authority may be vested with the state education agency. Consequently, most state agencies should not check the boxes for "Pre-school," "Kindergarten," or "Elementary or Secondary" in Article I of HEW Form 639 A, (3/77). If the state agency runs special programs for the handicapped, including those on the pre-school, kindergarten, elementary, or secondary level, the box marked "Other" should be checked and the appropriate description inserted in the space provided.

Under Article III, paragraph 5, of HEW Form 639A, (3/77) a state education agency may be called upon from time to time to submit reports necessary to determine Title IX compliance by local education agencies within its jurisdiction. The form and content of such reports will be specified by the Director at the time the request is made.

RELIGIOUS EXEMPTION

Applicants or recipients which are educational institutions controlled by a religious organization are not covered by Part 86 to the extent that application of Part 86 would be inconsistent with the religious tenets of the controlling religions organization.

Section 86.12 of Part 86 requires an institution seeking an exemption to submit a written statement to the Director identifying the provisions of Part 86 which conflict with a specific tenet of the controlling religious organization. Such a statement must be signed by the highest ranking official of the educational institution claiming the exemption. An applicant or recipient claiming an exemption is not relieved of its obligations to comply with that portion of Part 86 not specified in its statement to the Director as being inconsistent with the tenets of the controlling religious organization.

Although 86.12 imposes no time restrictions when a recipient or applicant may claim an exemption, applicants or recipients are urged to make such claims when they initially submit HEW Form 639 A, (3/77) by checking the appropriate box in Article I of HEW Form 639 A, (3/77) and attaching thereto the statement required by 86.12(b). Such an approach will avoid misunderstandings on the part of both the Department and the applicant or recipient as to what, if any, action is required under Part 86.

An applicant or recipient will normally be considered to be controlled by a religious organization if one or more of the following conditions prevail:

(1) It is a school or department of divinity; or

(2) It requires its faculty, students or employees to be members of, or otherwise espouse a personal belief in, the religion of the organization by which it claims to be controlled; or

(3) Its charter and catalog, or other official publication, contains explicit statement that it is controlled by a religious organization or an organ thereof or is committed to the doctrines of a particular religion, and the members of its governing body are appointed by the controlling religious organization or an organ thereof, and it receives a significant amount of financial support from the controlling religious organization or an organ thereof.

The term "school or department of divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects. (This definition is adopted from section 1201(1) of the Higher Education Act of 1965, P.L. 89-329.)

Fill out this document after you have read the previous explanation pages. This form should be included in your grant application.

ASSURANCE OF COMPLIANCE WITH TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE REGULATION ISSUED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE IN IMPLEMENTATION THEREOF

(PLEASE READ EXPLANATION OF HEW FORM 639 A (3/77)* BEFORE COMPLETING THIS DOCUMENT)

Pursuant to 45 C.F.R. 86.4:

(Name of your agency)
(Name of Applicant or recipient
(Address of your agency)
(address)

(city, state, zip code)
(Your agency's IRS number)
(identifying code-FICE, OE, or IRS)

(hereinafter the "Applicant") gives this assurance in consideration of and for purpose of obtaining Federal education grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Health, Education, and Welfare (hereinafter the "Department"), including payments or other assistance hereafter received pursuant to applications approved prior to the date of this assurance.

ARTICLE I - TYPE OF INSTITUTION SUBMITTING ASSURANCE.

A. The Applicant is (check the following boxes where applicable):

1. ( ) A state education agency.
2. ( ) A local education agency.
3. ( ) A publicly controlled educational institution or organization.
4. ( ) A privately controlled educational institution or organization.
5. ( ) A person, organization, group or other entity not primarily engaged in education. If this box is checked, insert primary purpose or activity of Applicant in the space provided below:

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*HEW Form 639 A (3/77) This form supersedes HEW Form 639 (7/76). HEW Form 639 (7/76) submitted prior to this revision are valid and recipients need not submit a new assurance.

B. ( ) Claiming a religious exemption under 45 C.F.R. 86.12(b). (If religious exemption is claimed, attach statement by highest ranking official of Applicant identifying the specific provisions of 45 C.F.R. Part 86 which conflict with a specific religious tenet of the controlling religious organization.)

C. The Applicant offers one or more of the following programs or activities (check where applicable):

1. ( ) Pre-school
2. ( ) Kindergarten
3. ( ) Elementary or Secondary
4. ( ) Graduate
5. ( ) Other (such as special programs for the handicapped even if provided on the pre-school, elementary or secondary level). If this box is checked, give brief description below:
6. ( ) Undergraduate (including junior and community colleges)
7. ( ) Vocational or Technical
8. ( ) Professional

ARTICLE II-PERIOD OF ASSURANCE. This assurance shall obligate the Applicant for the period during which Federal financial assistance is extended to it by the Department.

ARTICLE III-TERMS AND CONDITIONS. The Applicant hereby agrees that it will:

1. Comply, to the extent applicable to it, with Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. 1681, 1682, 1683, and 1685 (hereinafter, "Title IX"), and all applicable requirements imposed by or pursuant to the Department's regulation issued pursuant to Title IX, 45 C.F.R. Part 86 (hereinafter, "Part 86"), to the end that, in accordance with Title IX and Part 86, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any education program or activity for which the Applicant receives or benefits from Federal financial assistance from the Department. (This assurance does not apply to sections 904 (proscribing denial of admission to course of study on the basis of blindness) and 906 (amending other laws) of Title IX, 20, U.S.C. 1684 and 1686.)

2. Assure itself that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education program or activity are not discriminating on the basis of sex against these students or employees.

3. Make no transfer or other conveyance of title to any real or personal property which was purchased or improved with the aid of Federal financial assistance covered by this assurance, and which is to continue to be used for an education program or activity and where the Federal share of the fair market value of such property has not been refunded or otherwise properly accounted for to the Federal government, without securing from the transferee an assurance of compliance with Title IX and Part 86 satisfactory to the Director and submitting such assurance to the Department.

4. Submit a revised assurance within 30 days after any information contained in this assurance becomes inaccurate.

5. If the Applicant is a state education agency, submit reports in a manner prescribed by the Director under 45 C.F.R. 80.6(b) as to the compliance with Title IX and Part 86 of local education agencies or other education programs or activities within its jurisdiction.

ARTICLE IV-DESIGNATION OF RESPONSIBLE EMPLOYEE AND ADOPTION OF GRIEVANCE PROCEDURES. (Check the appropriate box.)

A. 1. ( ) Pursuant to 45 C.F.R. 86.8, the Applicant has adopted grievance procedures and designated the following employee to coordinate its efforts to comply with Part 86 and has notified all of its students and employees of these grievance procedures and the following name, address and telephone number of the designated employee:

2. *(Person in charge of grievances)*
(name of employee)

3. ______________________________
(office address)

4. ______________________________
(telephone number)

B. 1. ( ) The Applicant is not presently receiving Federal financial assistance subject to Part 86 and, consequently, has not designated a responsible employee or adopted grievance procedures pursuant to 45 C.F.R. 86.8 but will do so immediately upon award of such assistance and will immediately notify the Director, its students and employees of the name, office address, and telephone number of the employee so designated.

ARTICLE V - SELF-EVALUATION. (Check the appropriate box.)

A. ( ) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has not found it necessary to modify any of its policies and practices or to take any remedial steps to come into compliance with Part 86.

B. ( ) The Applicant has completed a self-evaluation as required by 45 C.F.R. 86.3(c) and has ceased to carry out any policies and practices which do not or may not meet the requirements of Part 86 and is taking any necessary remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to such policies and practices.

C. ( ) The Applicant has not completed the self-evaluation required by 45 C.F.R. 86.3(c) but expects to have it completed by ____________________
insert date

D. ( ) The Applicant is not required to conduct a self-evaluation under 45 C.F.R. 86.3 since it did not receive any Federal financial assistance to which Part 86 applies prior to July 21, 1976.

Date: *(Current Date)*

(Name of your agency)
(Insert name of Applicant)

By

(Authorized official)
(This document must be signed by an official legally authorized to contractually bind the Applicant.)

____
(Insert title of authorized official.)

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PROTECTION OF HUMAN SUBJECTS ASSURANCE/CERTIFICATION/DECLARATION

☐ ORIGINAL ☐ FOLLOWUP ☐ REVISION

☒ GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER

☒ NEW ☐ RENEWAL ☐ CONTINUATION

APPLICATION IDENTIFICATION NUMBER *(If known)*

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

(Title you give your proposal)

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

(Project Director)

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☒ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☐ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☐ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☒ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF *DHEW Regulation 45 CFR 46*, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☐ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER ____________)OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF ____________ IN ACCORDANCE WITH THE REQUIREMENTS OF THE *Code of Federal Regulations on Protection of Human Subjects (45 CFR 46)*. THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☒ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

(Agency, college, etc.

8. TITLE OF INSTITUTIONAL OFFICIAL

(Title of person authorized to sign)

TELEPHONE NUMBER

SIGNATURE OF INSTITUTIONAL OFFICIAL

(Authorized signature)

DATE

HEW-596 (Rev. 4-75)

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.

5. INVESTIGATIONAL NEW DRUGS - ADDITIONAL CERTIFICATION REQUIREMENT

SECTION 46.17 OF TITLE 45 OF THE Code of Federal Regulations states, "Where an organization is required to prepare or to submit a certification . . . and the proposal involves an investigational new drug within the meaning of The Food, Drug, and Cosmetic Act, the drug shall be identified in the certification together with a statement that the 30-day delay required by 21 CFR 130.3(a)(2) has elapsed and the Food and Drug Administration has not, prior to expiration of such 30-day interval, requested that the sponsor continue to withhold or to restrict use of the drug in human subjects; or that the Food and Drug Administration has waived the 30-day delay requirement; provided, however, that in those cases in which the 30-day delay interval has neither expired nor been waived, a statement shall be forwarded to DHEW upon such expiration or upon receipt of a waiver. No certification shall be considered acceptable until such statement has been received."

INVESTIGATIONAL NEW DRUG CERTIFICATION

TO CERTIFY COMPLIANCE WITH FDA REQUIREMENTS FOR PROPOSED USE OF INVESTIGATIONAL NEW DRUGS IN ADDITION TO CERTIFICATION OF INSTITUTIONAL REVIEW BOARD APPROVAL, THE FOLLOWING REPORT FORMAT SHOULD BE USED FOR EACH IND: (ATTACH ADDITIONAL IND CERTIFICATIONS AS NECESSARY).

N/A

- IND FORMS FILED: ☐ FDA 1571, ☐ FDA 1572, ☐ FDA 1573
- NAME OF IND AND SPONSOR ____________________
- DATE OF 30-DAY EXPIRATION OR FDA WAIVER (FUTURE DATE REQUIRES FOLLOWUP REPORT TO AGENCY) ____________________
- FDA RESTRICTION ____________________
- SIGNATURE OF INVESTIGATOR ____________________ DATE __________

6. COOPERATING INSTITUTIONS - ADDITIONAL REPORTING REQUIREMENT

SECTION 46.16 OF TITLE 45 OF THE *Code of Federal Regulations* IMPOSES SPECIAL REQUIREMENTS ON THE CONDUCT OF STUDIES OR ACTIVITIES IN WHICH THE GRANTEE OR PRIME CONTRACTOR OBTAINS ACCESS TO ALL OR SOME OF THE SUBJECTS THROUGH COOPERATING INSTITUTIONS NOT UNDER ITS CONTROL. IN ORDER THAT THE DHEW BE FULLY INFORMED, THE FOLLOWING REPORT IS REQUESTED WHEN APPLICABLE.

USE FOLLOWING REPORT FORMAT FOR EACH INSTITUTION OTHER THAN GRANTEE OR CONTRACTING INSTITUTION WITH RESPONSIBILITY FOR HUMAN SUBJECTS PARTICIPATING IN THIS ACTIVITY: (ATTACH ADDITIONAL REPORT SHEETS AS NECESSARY).

N/A

INSTITUTIONAL AUTHORIZATION FOR ACCESS TO SUBJECTS

- SUBJECTS: STATUS (WARDS, RESIDENTS, EMPLOYEES, PATIENTS, ETC.) ____________________

NUMBER ____________________ AGE RANGE __________

NAME OF OFFICIAL (PLEASE PRINT) ____________________

TITLE ____________________ TELEPHONE __________

NAME AND ADDRESS OF COOPERATING INSTITUTION ____________________

- OFFICIAL SIGNATURE ____________________

NOTES: *(e.g., report of modification in proposal as submitted to agency affecting human subjects involvement)*

BEST COPY AVAILABLE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ASSURANCE OF COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED

Handicapped (for grievance procedure)

The undersigned (hereinafter called the "recipient") HEREBY AGREES THAT it will comply with section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), all requirements imposed by the applicable HEW regulation (45 C.F.R. Part 84), and all guidelines and interpretations issued pursuant thereto.

Pursuant to § 84.5(a) of the regulation [45 C.F.R. 84.5(a)], the recipient gives this Assurance in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts (except procurement contracts and contracts of insurance or guaranty), property, discounts, or other federal financial assistance extended by the Department of Health, Education, and Welfare after the date of this Assurance, including payments or other assistance made after such date on applications for federal financial assistance that were approved before such date. The recipient recognizes and agrees that such federal financial assistance will be extended in reliance on the representations and agreements made in this Assurance and that the United States will have the right to enforce this Assurance through lawful means. This Assurance is binding on the recipient, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this Assurance on behalf of the recipient.

This Assurance obligates the recipient for the period during which federal financial assistance is extended to it by the Department of Health, Education, and Welfare or, where the assistance is in the form of real or personal property, for the period provided for in § 84.5(b) of the regulation [45 C.F.R. 84.5(b)].

The recipient: [Check (a) or (b)]

a. ( ) employs fewer than fifteen persons; if checked, other items do not apply.
A73

b. ( ) employs fifteen or more persons and, pursuant to § 84.7(a) of the regulation [45 C.F.R. 84.7(a)], has
A74 designated the following person(s) to coordinate its efforts to comply with the HEW regulation:

(Signature of person in charge of compliance)
Name of Designee(s) – Type or Print
C12 C42

(Agency)/ (Individual)
Name of Recipient – Type or Print
A12 A41

Street Address or P. O. Box
A42 A71

(IRS) Employer Identification Number
A1 A11
B1 B11
C1 C11

City
B12 B41

State Zip
B42 B71

I certify that the above information is complete and correct to the best of my knowledge.

Date
B72 B77

Signature and Title of Authorized Official
B78

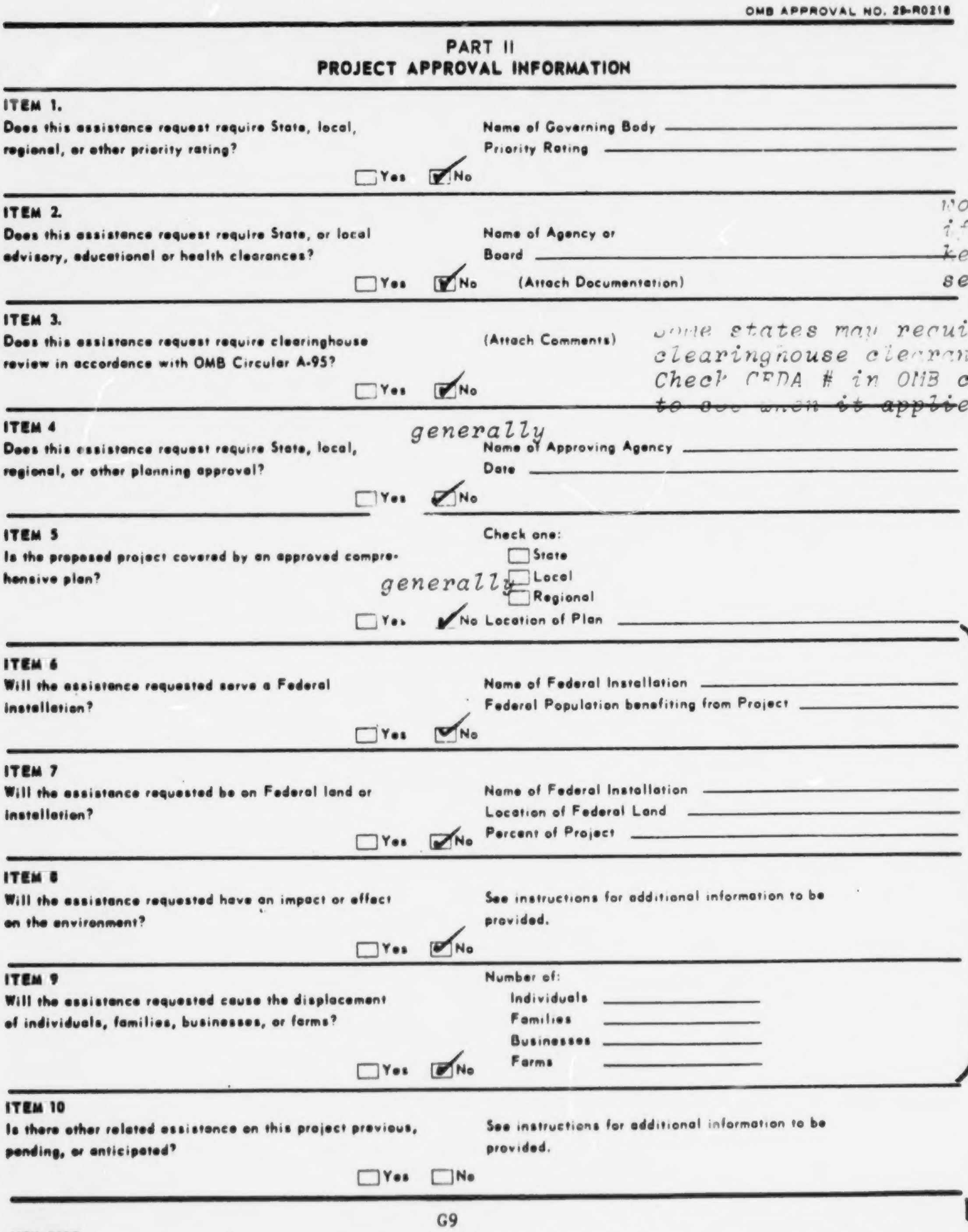
If there has been a change in name or ownership within the last year, please PRINT the former name below:

NOTE: The 'A', 'B', and 'C' followed by numbers are for computer use. Please disregard.
PLEASE RETURN ORIGINAL TO: Office for Civil Rights, HEW, P. O. Box 8222, Washington, D.C. 20024.

K17

HEW-641 (5/77)

This form should be included in your grant application.



OMB APPROVAL NO. 29-R0218

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?
☐ Yes ☑ No
Name of Governing Body ______
Priority Rating ______

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?
☐ Yes ☑ No
Name of Agency or Board ______
(Attach Documentation)

would apply if operating health service, etc.

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?
☐ Yes ☑ No
(Attach Comments)

Some states may require clearinghouse clearance. Check CFDA # in OMB circular to see when it applies.

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?
☐ Yes ☑ No *generally*
Name of Approving Agency ______
Date ______

ITEM 5
Is the proposed project covered by an approved comprehensive plan?
☐ Yes ☑ No *generally*
Check one:
☐ State
☐ Local
☐ Regional
Location of Plan ______

ITEM 6
Will the assistance requested serve a Federal installation?
☐ Yes ☑ No
Name of Federal Installation ______
Federal Population benefiting from Project ______

ITEM 7
Will the assistance requested be on Federal land or installation?
☐ Yes ☑ No
Name of Federal Installation ______
Location of Federal Land ______
Percent of Project ______

ITEM 8
Will the assistance requested have an impact or effect on the environment?
☐ Yes ☑ No
See instructions for additional information to be provided.

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?
☐ Yes ☑ No
Number of:
Individuals ______
Families ______
Businesses ______
Farms ______

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?
☐ Yes ☐ No
See instructions for additional information to be provided.

G9

HEW-608T

Self-explanatory. Check appropriate yes/no box. Generally no, unless construction involved. Check yes if receiving other financial assistance. No, if not.

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PART III: THE POST-WRITING PHASE

PART III.A: THE FINAL REVIEW - CHECKLISTS

When you have written your proposal, it is wise to go back through it and check and double-check to make sure everything is there that should be and to remove anything that shouldn't be. Checklists can help you do this systematically.

This section includes the following checklists:

- The major components of a proposal
- Some proposal development checklists
- Some corporation concerns
- How the government evaluates proposals.

The Major Components of a Proposal

Topic	Information to be Provided
Title Page	Title of project, name of applicant and organization, name of agency submitted to, inclusive dates of project, total budget request, signatures of authorized personnel approving submission from the local agency.
Abstract	Summary of the proposal with at least some reference to the major points in the statement of need, objectives, procedures, evaluation, and dissemination components. Should stress the end-products. Usually 250 to 500 words.
Problem Statement (or Statement of Need)	Clear and precise statement of the problem to be addressed and the need for its solution. Should establish *significance*, *relevance*, *timeliness*, *generalizability* and *contribution* of the project. *Innovativeness* of proposed methodology may also be substantiated. Usually includes references to previous research or earlier works. Statistical data describing the need is also cited. In research proposals, this component may have a separate section labeled "related research" which includes more lengthy discussion of previous studies.
Objectives	A very specific indication of the proposed outcomes of the project stated as objectives, hypotheses and/or questions. May also state overall goals of project. Should flow logically from the identified needs/problems.
Procedures	How the objectives will be met or the hypothesis/questions tested. In non-research projects this section usually starts with description of the over-all approach and then gets into details about methodology, participants, organization and time-lines. In a research project, one usually describes design, population and sample, data and instrumentation, analysis, and time schedule. The section should end with clear identification of both short-term and long-term end-products expected.
Evaluation*	Details the means by which the local agency and the funding source will know the project has accomplished its purposes. State purpose of evaluation, type of information to be collected, details on instruments, data collection, analysis and utilization and tells how results will be reported. Evaluative criteria should be provided for each objective.
Dissemination*	How will products and findings be shared with others? Frequently this section also details reports to be given to the funding source.
Facilities & Equipment	Facilities and equipment required and how these will be provided. This section may also describe any unique equipment or facilities available to the local agency which will facilitate the project.
Personnel	Who are the personnel that will work on the project and what will they do? What are their backgrounds and credentials? If new staff are needed, how many and of what type? How will they be selected? In a research proposal, this section may also include a description of the project's administrative organization. Individuals to serve as consultants should also be identified, their backgrounds described and use justified.
Budget	Cost of the project. Usually divided into categories such as personnel, supplies and materials, travel, data processing, facilities or equipment and indirect costs.

* These categories may or may not be included in research proposals, or if required, can be discussed as elements of the procedures component.

This handout taken from Developing Skills in Proposal Writing by Mary Hall, 1977.
Available from Continuing Education Publications, P.O. Box 1491, Portland, OR 97207.

PROPOSAL DEVELOPMENT CHECKLIST

Section 1: Developing the Idea

HAVE YOU?

_____Developed a clear-cut statement of the problem or need that your idea is trying to address?

_____Determined what has been the experience of others with similar project ideas?

_____Gained an understanding of the previous literature and research addressing this same problem or idea?

_____Assessed the priority of your idea given other problems and needs that your organization should address?

_____Determined whether the idea is related to your organization's goals/mission?

_____Discussed the idea with colleagues and administrators in your organization to see if they're willing to provide support for further planning and development of a proposal?

_____Determined what makes your idea innovative? Necessary? Timely? Significant?

_____Identified other factors which indicate why your idea should receive priority by your organization and others, particularly potential funding sources?

_____Identified the population that will benefit most from implementation of your idea and documented the extent of their need?

_____Gathered relevant statistical data both locally and nationally to help document the need and its importance?

_____Considered alternative approaches and means of implementing your project and analyzed the cost-benefit and potential impact of each?

_____Determined the feasibility of others replicating your project or using its results effectively?

_____Discussed the idea with potential participants or secured the opinions of the population to be served?

_____Met with local and state organizations to see if they are interested in participating in the project or are supportive of its goals?

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_____Identified the constraints or difficulties that should be anticipated in implementing the idea?

_____Classified the idea by function (i.e. research, development, training, service, institutional development) and considered the implications of this on the content and timing of the proposal? Considered the impact on the choice of funding source?

_____Decided whether your idea will result in a solicited or unsolicited proposal? Determined what this will mean in planning the proposal's development?

_____Written a short description of your idea and approach to assist in clearly communicating with others during preliminary planning?

Section 2: Assessing Your Capability

HAVE YOU?

_____Analyzed your personal ability to compete for external funds? Considered your professional reputation, prior experience, appropriate preparation and ability to write an effective proposal?

_____Identified whether you have alternatives to help increase your likelihood of success, i.e. securing a more experienced co-director, joining a consortium of applicants, submitting the proposal though another organization?

_____Made certain that your organization has the necessary legal basis to be eligible for external funds?

_____Identified the unique aspects of your organization that will appeal to funding sources?

_____Determined the kind and amount of help that will be made available to you in developing the proposal?

_____Considered the relative competitiveness of your organization vis-a-vis others who might be proposing the same idea? Or seeking the same funds?

_____Determined the reputation of your organization with potential funding sources?

_____Reviewed the adequacy of other colleagues who might be involved in the project as staff or administrators?

_____Determined the kind and amount of external professional or political support available to you?

_____Analyzed the adequacy of the environment in which the project would be implemented?

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_____Reviewed the potential fiscal impact of the project on your organization and determined if there is the necessary time and money to support proposal development as well as project implementation?

_____Determined if your organization has the essential support systems to effectively compete for and administer external funds? If not, considered whether these could be provided by others?

Section 3: Identifying the Funding Source

HAVE YOU?

_____Considered the full gamut of types of funding sources that might be interested in your idea - private foundations, state agencies, federal agencies, private businesses and professional associations?

_____Consulted appropriate information sources to develop a preliminary list of possible sources of support?

_____Gathered the necessary information to identify those sources most worthy of immediate attention?

_____Identified the person with whom to communicate for each source?

_____Prepared an initial letter of inquiry or abstract to verify which of these sources might be most interested in your idea?

_____Asked these sources to provide any comments or suggestions on ways to improve your project idea?

_____Contacted the most likely prospects to gather all information necessary to guide proposal preparation? Made certain this includes deadlines, writing instructions, forms, regulations, guidelines, priority statements and any legal or fiscal requirements?

_____Identified the criteria and process used for proposal review and selection?

_____Talked to others familiar with the funding sources and reviewed previously approved proposals to gather informal information on things like language preference, proposal style and so forth?

_____Identified whether the funding source is likely to approve the project as a grant or contract and considered the implications of this for proposal content, submission, review and project operation?

_____Prepared and submitted a statement of capability or initiated a request to be placed on future bidder lists for contracts and requests for proposals?

_____Asked the funding sources to place you on their mailing list to receive future program announcements and any other information on external funding opportunities?

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_____Assessed the preferences, interests and priorities of the funding sources against the capabilities of yourself and your organization and selected the source most appropriate to receive the proposal?

Section 4: Planning the Proposal Writing

HAVE YOU?

_____Identified the components that should be in your proposal and outlined the kind of information that should be furnished in each section?

_____Collected the information necessary for writing the proposal and organized it for ease of presentation?

_____Prepared a timeline for proposal development and submission?

_____Identified all individuals and groups that must review and approve the proposal prior to submission and studied each of their requirements and processes?

_____Selected the individuals necessary to help write the proposal and made certain they understand their assignments?

_____Arranged for the necessary support systems for the proposal's development (such as typing, art work, editing and so forth)?

_____Arranged for one or more colleagues to read the proposal after it is written to check for typographical errors, clarity, effectiveness of communication and compliance with informational requirements of the funding source?

Section 5: Writing the Proposal — General Criteria

DOES THE PROPOSAL?

_____Use language and editorial style appropriate to the discipline and the funding source?

_____Establish the scholarship and competence of the applicant?

_____Read easily? Is the language clear and concise?

_____Use language that is intelligible to the non-specialist?

_____Call attention to the most significant points through the use of underlining, differences in type, spacing, titles and appropriate summaries?

_____Flow logically from section to section?

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_____Demonstrate a match between the various proposal components in degree of innovativeness? Appropriateness? Feasibility? Presentation (i.e. are the needs, objectives, procedures and evaluation obviously linked and directly addressed to each other)?

_____Include enough detail?

_____Obviously address the review criteria of the funding source?

_____Identify obvious constraints or problems associated with the idea or its implementation and indicate how these will be handled?

_____Make appropriate use of diagrams, charts and other visual displays?

_____Include appropriate and sufficient citations to prior work, research and related literature?

_____Provide all of the information requested by the funding source in the required format?

Section 6: Preparing the Title, Abstract, Forms

DOES THE PROPOSAL?

_____Have an appropriate and imaginative title? Is it descriptive? Suitable for indexing? Catchy?

_____Include a title page with the necessary information?

_____Have an appropriate and appealing cover?

_____Have a suitable binding?

_____Include an abstract that provides an effective and informative summary of the project? Does the abstract place appropriate emphasis on various components in the proposal? Does it state the outcomes of the project? Does it comply with the length or word requirements of the funding source?

_____Include all of the necessary forms and assurance statements?

_____Include appropriate attachments and appendixes?

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Section 7: Writing the Statement of Need

DOES THE PROPOSAL?

_____Demonstrate a precise understanding of the problem or need that the project is attempting to meet or remedy?

_____Clearly convey the focus of the project early in the narrative?

_____Indicate the relationship of the project to a larger set of problems and justify why its particular focus has been chosen?

_____Specify clearly what is not addressed by the project?

_____Establish the importance and significance of the problem/need - especially to a national audience?

_____Signify the potential generalizability and contribution of the project?

_____Provide effective coverage of related research and demonstrate how the project will build on these earlier studies?

_____Include citations to on-going studies as well as earlier research findings?

_____Establish the theoretical or conceptual base for the project?

_____Provide initial justification for the project's methodology and objectives?

_____Justify why the problem should be of interest to the funding source?

_____Include necessary statistical data?

_____Demonstrate the problem is feasible to solve?

_____Provide an appropriate and compelling introduction to the rest of the application?

_____Make the reviewer want to read further?

Section 8: Developing the Objectives

DOES THE PROPOSAL?

_____Include a very clear description of the project's objectives, hypotheses and/or research questions?

_____Signal the reader very clearly to the project's objectives? Has the writer avoided burying them in a morass of narrative?

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_____Demonstrate that the objectives are important, significant and timely?

_____Include objectives which comprehensively describe the intended outcomes of the project?

_____Include objectives that are well-written? Concise? Clear?

_____Demonstrate that the objectives, hypotheses and/or research questions flow logically from the statement of need and directly address the chosen problem?

_____Display the objectives appropriately? Signal the reader to the most important one's first? Show how the objectives relate to project hypotheses or questions?

_____State the objectives, hypotheses or questions in a way that they can later be evaluated or tested?

_____Demonstrate why the project's outcomes are appropriate and important to the funding source?

_____Include objectives of an appropriate type for the project (i.e. process, product, behavioral, research or performance objectives)?

_____Indicate that the project's hypotheses rest on sufficient evidence and are conceptually sound?

_____Justify that the project's outcomes are manageable and feasible?

Section 9: Writing the Procedures

DOES THE PROPOSAL?

_____Include procedures for every objective? Hypotheses? Research question?

_____Justify why the approach and methodology is suitable to the stated objectives?

_____Provide sufficient detail on the procedures so their adequacy can be evaluated?

_____Demonstrate that the procedures are feasible and likely to succeed?

_____Explain why the procedures are suitable to the amount of time and resources requested?

_____Provide a clear description and justification of the theoretical base of the methodology?

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_____Describe the procedures clearly so the reviewer easily understands what will take place during the course of the project period?

_____Make appropriate use of tables, diagrams and other visual displays and summaries?

_____Include information that addresses all of the questions asked by the funding source about the approach?

_____Present the procedures in a format so that they flow logically from section to section?

_____Demonstrate why the procedures are technically sound?

_____Clearly describe the project's population and how it will be selected?

_____Include a description of any accomplishments-to-date of the applicant that bear specifically on the project?

_____Describe any information to be gathered, instruments to be used, timetable and procedures for collection, analysis, reporting and utilization?

_____Signal the reader to a summary of the intended results, benefits or anticipated products of the project?

_____Demonstrate that the procedures are scholarly and imaginative?

_____Describe how the project will make certain that its results are generalizable and useable? Especially addresses how any potentially contaminating factors will be identified and controlled?

_____Include a discussion of how unanticipated events and problems will be addressed?

_____Clearly discuss the intended role of the funding source in monitoring the implementation of the procedures? Indicate the type and amount of information to be provided to the funding source to assist with its monitoring?

Section 10: Describing the Evaluation

DOES THE PROPOSAL?

_____Describe why evaluation is needed in the project?

_____Provide a definition of what is meant by evaluation?

_____Clearly identify the type and purpose of the evaluation and the audiences to be served by its results?

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_____Demonstrate that an appropriate evaluation procedure is included for every project objective?

_____Provide a general organizational plan or model for the evaluation? Justify its technical and theoretical soundness?

_____Demonstrate that the scope of the evaluation is appropriate to the project? Discuss the model's flexibility, feasibility, relevance, reliability, objectivity, generalizability, representativeness?

_____Describe what information will be needed to complete the evaluation. the potential sources for this information and the instruments that will be used for its collection?

_____Provide sufficient detail to demonstrate the technical soundness of all data collection instruments and procedures?

_____Identify and justify procedures for analysis, reporting, utilization?

_____Define standards that will be used in judging the results of the evaluation?

_____Clearly summarize any reports to be provided to the funding source based on the evaluation and generally describe their content and timing?

_____Identify any anticipated constraints on the evaluation?

_____Discuss who will be responsible for the evaluation and the role of any consultants or external personnel?

Section 11: Developing Dissemination

DOES THE PROPOSAL?

_____Indicate why dissemination activities are important to the project?

_____Clearly identify the intended outcomes of the dissemination effort?

_____Include a feasible and appropriate plan for dissemination?

_____Succinctly describe any products to result from the dissemination effort?

_____Demonstrate that the applicant is well-grounded in theory and research on the dissemination and utilization of knowledge?

_____Provide sufficient detail on proposed dissemination procedures to justify the budget request?

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_____Include dissemination strategies and procedures that are imaginative and suitable to the project and its limitations?

_____Specify clearly who will be responsible for dissemination and why they are capable?

_____Speak to internal as well as external project dissemination?

_____Provide techniques for evaluating the effectiveness of the dissemination/utilization efforts and products?

_____Indicate why the dissemination will get the necessary information to the appropriate audiences in a form they can use when they need it?

_____Lay the groundwork for approaching the funding source at a later date with another proposal focusing exclusively on dissemination/utilization of the results expected from the current effort?

Section 12: Describing Personnel and Facilities

DOES THE PROPOSAL?

_____Describe the role, responsibilities or assignment of each member of the project staff?

_____Identify the role and responsibility of consultants?

_____Show how the project staff and major consultants complement and balance each other and provide the breadth of experience and skills necessary for the project?

_____Provide the names and qualifications of all key project staff and give sufficient detail on their experience and training to justify their capabilities?

_____Describe how any staff and/or consultants not yet identified will be recruited and the criteria for their selection?

_____Indicate how state and federal laws governing affirmative action and non-discrimination in personnel selection will be implemented?

_____Describe the organizational and management structure of the project?

_____Define any intended role of advisory boards?

_____Include evidence that consultants and external organizations essential to the project's success have agreed to participate?

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_____Signal the readers easily to which staff will be responsible for what set of procedures and other project activities?

_____Clearly identify the facilities and major equipment needed for the project?

_____Show which facilities and equipment are available and which must be acquired after the project starts?

_____Direct the reader's attention to any facilities, equipment or special capability of the organization that enhances the likelihood of the project's success, and the applicant's uniqueness and competence?

_____Show that the applicant is aware of all policies of the funding source governing personnel, facilities and equipment?

Section 13: Preparing the Budget

DOES THE PROPOSAL?

_____Show that the applicant is aware of all regulations of either the local organization or the funding source governing the project's budget development and administration?

_____Include sufficient resources to carry out the project's procedures and achieve its objectives?

_____Provide some way to refer the reader back to that portion of the proposal's narrative which justifies major budget categories?

_____Present the budget in the format desired by the funding source?

_____Provide sufficient detail so the reviewer can understand how various items were computed?

_____Separate direct costs from indirect costs and describe what is covered in the latter?

_____Include sufficient flexibility to cover unanticipated events?

_____Organize the budget so the general utilization of dollars can be compared to phases of the project?

_____Specify the type and amount of any matching funds or cost-sharing?

_____Include any attachments or special appendixes to justify unusal requests?

This handout taken from Developing Skills in Proposal Writing by Mary Hall, 1977.
Available from Continuing Education Publications, P.O. Box 1491, Portland, OR 97207.

Section 14: Preparing for Review, Submission Notification and Renewal

HAVE YOU?

_____Read the final proposal carefully to check for typographical errors and to be certain that all requirements of the funding source have been met?

_____Checked your proposal against the research on why applications are rejected and made certain that you've avoided the same mistakes?

_____Made preliminary contacts with everyone who must review and approve the proposal prior to its submission and left the necessary time to complete these steps?

_____Made certain that the proposal is cleared through the A-95 process, if necessary, and that it is routed to all appropriate external agencies?

_____Obtained the necessary original signatures on the correct number of title pages?

_____Made the necessary number of copies of the proposal and used the correct duplication process?

_____Secured an appropriate letter of transmittal?

_____Included letters of support from relevant audiences?

_____Determined whether the submission deadline is a mailing deadline or a receipt deadline?

_____Identified the best method for getting the proposals to the funding source?

_____Determined how and when the funding sources will notify you of the proposal's receipt?

_____Found out how the funding source will review your proposal and the criteria that will be used?

_____Obtained copies of any forms used by the funding source for review?

_____Made arrangements to obtain copies of reviewer comments?

_____Determined how you will be notified if your project is approved and if negotiation is required?

_____Discussed with more experienced persons how to approach negotiation?

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_____Arranged to have your organization's administrator or business officer present during negotiations?

_____Given some thought to ways in which the budget might be cut and the necessary modifications that should be made in project objectives and procedures?

_____Identified any increases in the budget that are needed because of factors that have occurred since the proposal's submission?

_____Determined the procedures that will be followed by the funding source during negotiations and allocated sufficient time for this process?

_____Requested that you be given, in writing and in advance, the major items that the funding source expects to negotiate?

_____Determined when you will have to start efforts to get your proposal refunded?

_____Identified the information that will be required in the continuation or renewal request and initiated steps to see this is collected?

_____Planned a timeline for developing the renewal request?

_____Identified some other funding sources that might be interested in future phases of the project once the current source of support has ended?

_____Begun preliminary discussion and contacts with other possible sources of support and developed a long-range plan for continued financing of the project activites and its possible spin-off ideas?

_____Discussed with your organization the extent of support for project personnel and activities that can be expected once external funds are ended?

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A PROPOSAL CHECKLIST

Use the following questions to make sure your proposal covers all the information it should, and that it is in an appropriate form.

I. INTRODUCTION

*How did your organization get started (in response to what need)?
*When did you get started?
*How are you unique?
*How do you know about the problem(s) project that you discuss?
*Have you established credibility? (Who else funds you? Are there any "recognizable names" on your board of staff?

II. STATEMENT OF PROBLEM(S)/NEED

*What specific problem(s) will your organization address?
*Have you made a logical connection between your organization's background/capabilities and the problem(s).
*Did you document the problem(s) with examples and/or key statistics? (Don't mistakenly assume that "everyone knows it's a problem.")
*Did you describe all the elements of the problem(s)?
*Did you show the implications of the problem(s)?
*Who is your constituency; who will your project serve and benefit?
*What is your present relationship to this constituency?
*Do you make the reader understand and care? (Never underestimate the value of a few choice examples.)

III. PROGRAM OBJECTIVES/GOALS

*What do you hope to accomplish; what are your goals?
*Does the statement of the problem lead logically to the statement of program objectives?
*Are your objectives specific, measurable outcomes ("ends" and not "means")?

IV. IMPLEMENTATION

*Exactly what will you do (your strategies/methods) to achieve your objectives? (You may be asked such questions as: Why do you think these strategies/methods will provide relief for the problem(s)? Have you investigated other strategies/methods?)

*What is your timetable for addressing the problem(s)?

*Exactly how will you function? (What kind of structure will your organization have? Who will be responsible for decision making? Running meetings or workshops? Counseling?)

V. EVALUATION

*How will both you and your funders be able to measure and document the effectiveness of your project?

The key to this is clearly stated objectives - if they are too vague or general, you will have no way to evaluate your project. One example:

1. The problem: Children are being negatively affected by sex role socialization prevalent in the community schools.
2. Your overall goal is to eliminate sexism in the education of the children in your district.
3. Your first objective might be to help teachers identify sexism (both subtle and overt) in classroom activities and materials by holding a series of in-service teacher training workshops.
4. You could evaluate the effectiveness of the project by: checking out the teachers' mastery of the material presented, and by measuring the attitudes of children in the classes of participating teachers both before and after the workshops.

VI. STAFF

*Have you briefly described the positions and corresponding duties of your staff?

*How are key staff persons uniquely qualified to work effectively at solving the problem(s) your project will address? (Impossible to cover, of course, if you are awaiting funds before hiring any staff.)

VII. FUTURE FUNDING

*Will you charge for your services? How much?

*If you plan to become self-sustaining, have you described your strategy?

VIII. BUDGET

*Is the budget on a separate page, as it should be?

*Is it a "totals" budget? (That is, a six month project should list six month totals, a one year project should list yearly totals, etc.)

*Are the estimated amounts realistic? (Base them on real figures, and don't ask for less than you will need.)
*Have you listed all necessary expenses for your project, including the basics: staff salaries, fringe benefits, office space, equipment, consumable supplies, postage, telephones, travel, Xeroxing, printing?
*Have you also included (if appropriate) costs of special programs and materials, or legal and accounting fees?
*If you have already received donations (whether in terms of money, space, equipment, or staff) have you accounted for this on your budget? (This lets a foundation know what expenses are already covered and how much you need from them.)
*Is there any item on your budget that has never been explained previously? (Don't list expenses for a speakers' bureau if you have never documented its need, describing how it will operate, etc.)

IX. PROPOSAL ATTACHMENTS

*Have you included all necessary documents to support your problem statement (such as key statistics)?
*Have you provided information to support the credibility of your organization? (Such as: a letter of endorsement from a police official stating that a rape crisis center, as you have proposed it, would fill a real need. Names and professional activities/affiliations of your board and staff. Previous press coverage of your organization or key individuals.)
*Have you attached a copy of the letter classifying your organization as exempt from federal taxes?

(An excellent reference in preparing this Checklist was "Program Planning and Proposal Writing" by Norton J. Kiritz for the Grantsmanship Center.)

FOUNDATION CONTACT LETTER CHECKLIST

This checklist is based on our method of making contact with a foundation, as described previously in the "Steps" section of this pamphlet. Remember that this letter should do two basic things: summarize your project, and lay the groundwork for your future communication and relationship with that foundation.

*Did you describe the problem(s) that your project will address?
*Did you demonstrate that your project is a direct response to that need?
*Did you connect what you know to be the foundation's interests with your project?

- *Did you demonstrate that your organization is well-equipped to do the job?
- *Did you state the duration of the project?
- *Did you state exactly how much money you are requesting, and mention donations (financial and other) that you may have already received?
- *Did you ask for an appointment to see the foundation representative in person?
- *Did you attach a copy of the ruling from the IRS granting federal tax exemption to your organization?

--Women's Action Alliance,
1977

"THE HEARTLESS 37-POINT CHECKLIST"

THE SOLICITING ORGANIZATION'S CHARACTER

1. Is the purpose of the soliciting organization necessary and valuable--pertinent to the company's role as a citizen and to the activities of the company and its personnel?
2. Does the organization have widespread acceptance and support--both from other companies and from individuals?
3. Is the soliciting organization efficiently and honestly managed, with only a small percentage of funds raised to be spent on solicitation costs and administrative overhead?
4. Who are the sponsors of the organization and the solicitation?
5. Does the organization restrict aid to some specific and limited category of beneficiary? If so, is it desirable to single out this group for special aid?
6. What are the ramifications of the organization and the sponsors?
7. If eligible, why is the organization not a member of the Community Chest?
8. Is the organization attempting to influence legislation by propaganda or otherwise?
9. Will response to the appeal solve the problem or at least have a strong influence on the amelioration or long-range solution?
10. What is the worth per se of the project, activity or operation for which the contribution is sought?
11. If the gift is for a building fund for the soliciting organization, is there adequate provision for any resulting increase in its operating overhead?
12. Will the company derive appropriate benefits from the expenditure, either through community good will, by providing a better economic and social environment for the company's future growth, or from immediate or potential benefit to employees of the company and its customers?

THE ORGANIZATION IN RELATION TO COMPANY POLICY

13. Is the request consistent with the company's place in the community?
14. Will the contribution advance the community relations and public relations of the company?
15. Is the activity better served by private giving than by public funds?

16. What objective of the company's social philosophy is advanced by this contribution?
17. Are there any legal restrictions, or tax problems?
18. Is there any significant public opposition to this organization?
19. In the case of a hospital building fund: How many of our employees were admitted to the hospital in each of the last three years? How many bed-days of treatment were involved in each of these years?
20. Is this a one-time solicitation or will a gift likely lead to similar requests in the future?

THE SIZE OF THE GIFT

21. How much will be spent by the soliciting organization in its community this year?
22. What is the fund-raising goal of this campaign?
23. How many employees does the company have in the community?
24. What is the total private employment in the community?
25. What is the ratio of company employment to total community employment?
26. What sum is projected by proportioning this employment ratio against the fund-raising goal of the organization?
27. What was the company's total sales in the community last year?
28. What is the total dollar value of goods and services produced in the community last year, if such a figure is available from the Chamber of Commerce?
29. What is the ratio of (27) to (28)?
30. What sum is projected by proportioning the ratio of (29) against the fund-raising goal of the organization?
31. What sum was contributed last year, or to date this year, by representative business concerns in the community?
32. Projected against the number of employees of such concerns, what is the average contribution per employee?
33. What sum is projected by multiplying this average contribution by the number of company employees?
34. Do the sums in 26, 30 and 33 exceed 5/100 of 1 per cent of the company's total sales in the community (27)?
35. What is a reasonable contribution, based on 26, 30 and 33?
36. Does this exceed $25, the minimum donation of the company?
37. Does it exceed an allowable sum in relation to the company's total budget for the community?

--The Granstmanship Center News,
1976

AN INSIDE LOOK AT HOW THE GOVERNMENT EVALUATES PROPOSALS

What happens once a proposal is sent to a government agency? How does the government determine which organization or individual will receive an award? What is the government looking for in a proposal?

Knowing the answers to these questions can be extremely important in helping you prepare proposals that can both increase your success in obtaining awards and improve your effectiveness in providing services.

The NEWS has obtained a copy of a guide that provides unusual insight into the process the government goes through in awarding contracts. The guide was prepared for the Office of the Assistant Secretary for Planning and Evaluation in HEW and it is distributed internally to department personnel involved in managing evaluation contracts. One section of the book is particularly interesting: a checklist to instruct HEW personnel in how to evaluate proposals received in response to an RFP. The checklist provides invaluable information about the way the government evaluates proposals. Most of the concerns expressed in the checklist apply not only to proposals for evaluation contracts, the specific focus of the book, but to nearly all proposals for government contracts. Additionally, many of the points would apply equally well to proposals for grant assistance.

Many of the evaluation criteria focus on how realistic certain aspects of the proposal are. Is it realistic in its estimates of costs? Does it adequately reflect time requirements for certain activities? Does it take into account time "slippages?" The guide emphasizes the importance of analyzing what the proposal says: "Glossy, vaguely worded statements with little support provide meaningless information." Generally the guide reflects a rigorous method of critiquing that can and should be applied to all proposals.

When evaluating proposals, the panel considers the following factors: (a) demonstrated understanding and approach to the scope of work; (b) capability and resource allocation of specific personnel; (c) availability and access of necessary facilities; and (d) organizational capability and experience in the field. Specific evaluation criteria relative to the project should be stated in the RFP.

Upon receipt of the proposal package, individual evaluators may begin their independent evaluation of the proposals. When the panel meets, each proposal will be discussed, and each evaluator will finalize his/her ratings and comments for each proposal on a separate score sheet. At this point, proposals are evaluated. The following guidelines may be used to examine each proposal during evaluations by individual panel members, as well as during the panel discussions. Although the evaluation criteria appear in the

RFP and have been distributed to the panel prior to the initiation of the review, these questions about major components of a proposal should assist in the evaluation process.

SCOPE OF WORK

This section of the proposal should be the most comprehensive because it reveals the offeror's knowledge of the field and contains the suggested approach for performing the requirements of the evaluation study. In most instances, the heaviest weight will be given to this section of the proposal.

- Has the offeror demonstrated adequate knowledge about the background, operations, and status of the program to be evaluated?
- Has the offeror presented an approach which will achieve the stated objectives of the RFP?
- Is the proposed approach supported with justification of why it should achieve the evaluation objectives?
- Do you think the suggested approach will work?
- Has the offeror introduced unanticipated events which may result in a project overrun or an expanded scope of work?
- Has a specific management plan by task for period of performance been included?
- Has the offeror demonstrated efficient use of time and resources, especially if special services such as computer time are required only for a short duration of the study?
- Has the offeror been realistic in the amount of time allotted for the performance of each task?
- Has the offeror demonstrated competence in a highly specialized area, such as statistical analysis, which is required for the evaluation study?
- Has the offeror allowed for slippage in the preparation of questionnaires, test instruments, test administration, data process etc.?
- If appropriate, have site visits been adequately provided for throughout the period of performance?
- Are reports keyed to major milestones/events of the study?
- If appropriate, has the offeror provided for use of community resources?
- If data collection is required for a comparative study, has the offeror allowed for an adequate sample of an experimental or control group?

- Does the offeror specify the products which will result from the evaluation study?
- Has the offeror allowed for OMB clearance on the development of measurement instruments?
- Has the offeror demonstrated knowledge about evaluation techniques and procedures?
- If appropriate, has the offeror indicated that an adequate representative of all levels of program personnel will be included in the evaluation?

These questions are not all inclusive, and items specifically related to the proposed study should be added.

PERSONNEL

Proposed personnel should be examined critically because they are critical to the successful completion of a study. The capabilities, experience, and training of the personnel relative to their specific assignment on the study should be explicitly reviewed. If the RFP also requested references for projects on which personnel worked, then these references should be at least spot-checked.

- Is it clear to which tasks in the study specific personnel will be assigned and for what amount of time?
- Are the personnel assigned to specific tasks qualified by training and experience to successfully perform the tasks?
- Has enough information been provided about personnel to allow adequate judgments to be made about their proposed roles in the study?
- Is the apportionment of personnel level and time to specific tasks realistic?
- What assurances are made concerning the availability of personnel proposed? Was a contingency plan requested if certain personnel become unavailable?
- Have enough time and personnel been included to provide adequate administrative management of the study?
- Are consultants to be utilized; if so, to what extent? Is the proposed use appropriate?
- Is the author of the proposal one of the key personnel?
- Does the success of the project depend, to a large degree, upon personnel not directly associated with the prospective firm?

FACILITIES

On-site availability of special facilities or easy access to required facilities must be indicated in the proposal. The source of facilities and equipment necessary for successful completion of the study, but which is not on site, should be stated, as well as the expected provision for use.

- Are the facilities and equipment needed for successful completion of the study specified in the proposal?
- How does the offeror intend to access facilities not at the contractor's site?
- Does the use of facilities outside of the contractor's firm require a subcontract?
- If subcontracting is necessary, is the proposed subcontractor specifically mentioned, along with an explanation of its required qualifications?
- Is the planned use of facilities, such as printing, data processing, etc., realistic in terms of the planned evaluation?
- Is a realistic time schedule planned if some services are to be performed at facilities located apart from the contractor?
- If computer services are required, are there controls built into the processing so corrective action can be taken at intermittent points if necessary?

PAST PERFORMANCE

An organization's "track record" supplies some insight into the firm's capability to perform activities within specialized areas. Reference to past experience establishes a frame of reference from which to judge organizational capability. However, it can also be misleading in terms of the specific requirements of a study. Keep this in mind during the evaluation process. Glossy, vaguely worded statements with little support provide meaningless information. If the proposer has been asked to provide references regarding work performance, then the contracting officer should spot-check those given.

- Do the references to past experience include activities specifically related to the requirements of the proposed study?
- What reputation does the firm hold in the area of the proposed study?
- Has the proposer been honored by professional societies because of the performance in a specific professional area?
- Are the statements of past performance worded in a meaningful way so you can identify what work was actually performed?

- Has the offeror bid for a contract in an area where the performance has not yet been demonstrated?

As mentioned earlier, one or more meetings of the evaluation panel is held to determine the acceptibility, unacceptability or potential acceptability of the technical proposals. Each proposal must receive an absolute, rather than a relative, judgement; a pre-determined cut-off score must not be used. A proposal is considered acceptable if, without qualification or revision, the panel judges that the offeror can perform the work competently. An unacceptable proposal might be made acceptable with the submission of clarifying data and therefore be included in the zone of consideration. This may delay the final award for a few weeks. An unacceptable proposal requiring major revision would not receive a rating worthy of selection for the competitive zone.

The contract file must contain documentation of how and why certain decisions were made in the evaluation of proposals. The responsibility for this justification rests with the technical representatives on the panel. These representatives rate and rank each proposal on a separate score sheet, then state why those ratings and rankings were given. This is especially critical if a debriefing is requested by contractors who want an explanation of their proposal's deficiencies. Rarely will contractors pursue this issue beyond the normal debriefing unless they feel unfairly treated, discriminated against, etc. Evaluations of proposals should be carefully thought out and recorded if the unhappy occasion should require presentation of this evidence in court.

COST INFORMATION

(Ed. note: The evaluation panel reviews cost information after considering the technical aspects of the proposals. The responsibility for evaluation of costs often rests primarily with the contracting officer, who relies on inputs from other members of the evaluation panel.)

- Is the overall cost within range of your (the contracting agency's) budget?

- What is the relationship between the cost figures and equivalent items in the technical proposal?

- Are the personnel costs reasonable according to the tasks to be performed?

- Are the appropriate personnel assigned to perform the appropriate tasks?

- Have expenditures been set aside for subcontracting requirements, such as data processing?

- If a large-scale questionnaire must be mailed, has an adequate sum been set aside for postage?
- Have costs for development of instruments, purchase of materials, such as scoring sheets, etc., been included?
- Does the travel seem reasonable when compared to the tasks to be accomplished?
- If consultants or experts are included, is their daily rate reasonable and within the proper financial range for your agency? Is the proposed time reasonable?
- If appropriate, have costs for local personnel been included?

-- Grantsmanship Center News, 1976

PART III.B: WHY PROPOSALS DO NOT GET FUNDED

Proposals are not funded for a variety of reasons. Here is some inside information to keep in mind while writing your proposal that can save you time and disappointment.

Contained in this section are the following:

- Steps to getting "debriefed" (for contracts only).
- Some major proposal inadequacies.
- A list of reasons for not being funded.
- Studies of disapproved proposals.
- Shortcomings in proposals submitted by natural and physical scientists.
- Some notes on research proposals.

Debriefings are done only for those who have submitted a proposal for a contract. They are not held for grants.

DEBRIEFING UNSUCCESSFUL OFFERORS

One of the many other areas that the HEW management guide discusses is the procedures to be followed when an organization wants to know why it didn't receive a particular contract--something known as "debriefing."

Many contractors who compete unsuccessfully for awards will request a debriefing to determine, among other things, what specific areas of the proposal were factors in losing the award. The request should be submitted in writing to the contracts office, which will then organize the debriefing session. There are departmental procedures for handling debriefings; sometimes a contracting officer and a project officer will meet with a representative from the losing firm; often the contracting officer will handle the debriefing. In no case will a debriefing be conducted without a contracting officer present.

Frequently a firm's representative will have specific questions about the proposal which will help identify the proposal's deficiencies. The firm may also request a breakdown of the criteria which were used to judge the proposal. The responses from the government should be based largely on the evaluation memorandum prepared by the chairperson (of the evaluation panel), in addition to the individual evaluation score sheets completed by each panel member for each proposal. Whether the firm pursues the issue and questions the award will partially depend on whether or not the firm feels it has been fairly evaluated. It behooves the debriefing officer to conduct the discussions in an objective and impartial way, while stating information consistent with the evaluator's decisions. Privileged information concerning competitors costs, approaches, or rankings should not be revealed during a debriefing. A firm may request a copy of the winning proposal; agencies vary on whether to distribute proposals. The Federal Information Act, however, makes it illegal not to distribute such items, unless they contain patentable information.

If the losing contractor decides to protest the award decision the protest must be submitted in writing to the contracts office, which will handle the procedure as deemed appropriate. Frequently, the project director is called upon, by the contracting officer, to assist in the preparation of that portion of the response to a protest which concerns technical aspects. The preparation will rely, in part, upon the ratings and their justifications recorded on score sheets by the evaluation panel. The importance of these ratings and comments cannot be overemphasized.

--Grantsmanship Center News, 1976

MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

Office of Research Administration

Telephone 901/454-2533

March 31, 1977

Dr. Masaki Kodama
Director, The Japan Foundation
Suite 430, Watergate Office Building
600 New Hampshire Avenue, N.W.
Washington, D.C. 20037

Dear Dr. Kodama:

Reference is made to your letter, dated March 17, 1977, to Dr. John R. Petry, Bureau of Educational Research and Services here at Memphis State University, in which you advised him that your Foundation could not support his request for an Education Abroad Grant. We realize that all projects that are submitted cannot be approved and supported, and we will continue to submit proposals in the future. However, in an effort to make these future proposals better, please provide Dr. Petry with the following information concerning the reasons for the disapproval of the application.

a. Is the type of proposal submitted by Dr. Petry of sufficient interest and importance to warrant resubmission of a similar and/or improved proposal?
b. Was the application disapproved on the basis of its preparation, content and presentation, or was lack of available funds the contributing factor?
c. Are there weaknesses in the background and experience of the Project Director, and if so, what are your recommendations for improvement of these weaknesses?
d. What are considered to be the weak points or areas within the proposal?
e. What area or areas of the proposal could and should be strengthened for resubmission?
f. Did regional location and/or competition from similar proposals in the same geographical area contribute to the reason for disapproval?
g. Was the proposal lacking in educational merit in relation to others received under this program?

Any suggestions or recommendations concerning the improvement of the proposal will be greatly appreciated, as it is anticipated that a similar proposal will be submitted by Dr. Petry this year. If you would prefer to call Dr. Petry, his telephone number is 901/454-2362.

Your assistance in this matter will be greatly appreciated and most helpful to Dr. Petry and to Memphis State University.

Sincerely yours,

Clark A. Neal
Director of Research Administration
lb

MAJOR PROPOSAL INADEQUACIES

Some of the major inadequacies found by various federal agencies in proposals include:

General

Key definitions lacking
Incomprehensible; not spelled out
Not appropriate to the granting agency

Problem Identification

Problem insignificant/not of sufficient importance
Problem not narrowly enough specified
Problem unclear or incomplete

Objectives

Overly-ambitious objectives
Objectives not related to problem identified

Procedures

Insufficient detail; vague
Evaluation procedures inadequate
Selection of recipients (target group) unclear, undefined and/or unrealistic
Discrepancy between objectives and procedures
Time schedule inappropriate

Budget

Too high for expected results
Requirements for equipment and/or personnel are unrealistic

--Meyer, 1976

SECTION IV, PART B

WHY PROPOSALS FAIL: STUDIES OF DISAPPROVED PROPOSALS

Why do proposals fail? Several Federal program staff members have studied judges' comments to determine whether certain problems account for a large proportion of the rejections. Taken together, the studies clearly indicate that the most serious problems lay in certain sections of the proposal, and that, in these sections, there are common failings. Since a different analytic framework was used by each of the studies, they can highlight different faults; each is valuable, therefore, in giving a slightly different perspective. Nonetheless, it is surprising that there are certain common and substantial findings.

The largest, though also the oldest, is Allen's (1960)[1] which studied 605 National Institute of Health disapprovals. Chalfant and Nitzman (1965)[2] examined 277 failures in the Handicapped Children's research competition. Smith (1965)[3] analyzed 100 rejected proposals of the Cooperative Research Program of the U.S. Office of Education.

Common findings among the three studies are summarized in the following table which indicates the percentage of rejected proposals found deficient in a given area (a single proposal was frequently found lacking in more than one area):

	Allen (A)	Chalfant and Nitzman (C)	Smith (S)
Problem	58	49	68
Procedure	73	77	--
Personnel	55	48	--
Budget	10	30	--

The procedure section is the most obvious point of failure, but problem and personnel are not far behind.

Problem. Limited significance--little likelihood that the research would produce new or useful information--was the major failure in problem selection (A - 33%, C - 32%, S - 66%). Closely allied was the selection of a problem of only local significance (A - 5%, C - 9%). Some problem statements were nebulous, diffuse, or just unclear (A - 3%, C - 9%, S - 25%). Proposing insufficiently limited studies--problems that were overly complex or ambitious failed another group (A - 3%, C - 4%, S - 26%). Educational research projects were particularly prone to lack a theoretical base (C - 6%, S - 87%). Reviewers believed that some problems, which proposers had projected in full study status, were ready only for pilot study (A - 3%, C - 4%).

Procedure or Approach. This part of the proposal was most prone to criticism. The most likely fault was an insufficient, vague, unclear description of procedures and their details (A - 29%, C - 51%). Discrepancies between the objectives and procedures sections broke the chain of reasoning that each proposal should clearly present (A - 35%, C - 6%). And, as might be expected, there were design flaws: uncontrolled variables (A - 15%, C - 11%), inadequate selection of subjects (C - 17%), statistical flaws (A - 8%, C - 4%), inadequate evaluation (C - 26%) or just plain overall inadequacy (A - 15%, C - 11%).

Personnel. This section caused difficulty about as often as the problem section. As one might anticipate, lack of training and/or experience on the part of the investigator was the major problem (A - 33%, C - 31%). Related problems were: unfamiliarity with the field's literature or methods (A - 14%), poor prior research record (A - 12%), and heavy reliance on inexperienced associates (A - 5%). Proposers who spread themselves too thin or did not plan to invest enough of their own time in the project were also rated down (A - 4%, C - 11%). Insufficient information on personnel and their duties was sometimes a problem (A - 8%). Use of consultants would have strengthened some proposals (A - 2%, C - 11%).

Other Problems. Too high a budget for the expected result was found in a number of projects (A - 10%, C - 30%). Asking the government to carry costs the institution would normally budget for regular daily operation was unfavorably noted, too (C - 15%).

While none of these studies is recent, it seems likely that more current ones would still find many of the same deficiencies. In part, avoiding such failures is a matter of learning to anticipate the "normal" expectations of readers: "What is an important problem?" "When is a problem only ready for a pilot study?" "What are adequate controls?" etc.

Along these lines, a study of Rogers, et al.,[4] suggests that program administrators may be teachers of these expectations. Rogers' study of 665 successful and unsuccessful proposals to the Regional Research Program of the U.S. Office of Education (a small grant program) found that 40% had talked with a regional or Washington staff member. But most important, 43% of those who had such a discussion were funded in contrast to 32% who did not. Further, 96% of those funded found the discussion valuable, in comparison to only 64% of those who were not funded. These data are by no means conclusive (e.g., probably only the most committed researchers took the trouble to visit program staff) but they suggest that a visit may help.

The same study also noted that formulating plans, and then looking for support, seems to work better than the reverse. They report that those whose projects were already well defined before they thought of applying were more successful (40%) than those who thought up a proposal after they learned of available funding (24% successful).

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[1] Ernest M. Allen, "Why Are Research Grant Applications Disapproved?" Science, 132 (Nov. 26, 1960) 1532-1534.

[2] James C. Chalfant, and Margaret Nitzman, "Shortcomings of Grant Applications to the Handicapped Children Research Program," Exceptional Children, 32 (Nov. 1965) 180-185.

[3] Gerald R. Smith, "How to Write a Project Proposal," Nation's Schools, 76 (Nov. 1965) 33-35, 57.

[4] Theresa F. Rogers, and others, Small Grant Projects of the Regional Research Program: Final Report. New York, N.Y.: Bureau of Applied Social Research, Columbia University, 1970, 365 p. (ERIC ED 054-074).

--Krathwohl, 1977

NOTES ON RESEARCH PROPOSALS

(N.B. The following observations were abstracted from the Rules and Regulations of the Department of Health, Education and Welfare governing programs of funding by the Bureau of Education for the Handicapped, U.S. Office of Education)

SEC. 3.3 *Common pitfalls in proposals.* A listing of the following commonly noted failings of proposals may be helpful to the prospective applicant:

(a) A failure to specify objectives of the study and relate them to the impact on education of handicapped children;

(b) A failure to specify the anticipated outcomes and products of the study related to the education of handicapped children. When improved scientific understanding is the intended outcome, attention should be directed toward avenues for translating this understanding to usable educational practices. (This is to say, journal articles alone may not be viewed as sufficient outcomes.);

(c) A failure to relate the planned project to other published or recently completed work, including similarities, differences, and new contributions of the proposed project;

(d) A failure to outline the specific plans for conducting the project. Objectives, as well as planned procedures or strategies for achieving specificity and measurable results or objectives, procedures, and intended products or outcomes during the course of the planned project are often critical;

(e) A failure to utilize available expertise. Most university or geographic communities have available many individuals with skills in experimental design, test, and measurement, child development, etc., to name only a few specialties which frequently relate to proposals. Prospective applicants are urged to seek the best staff and consultants available, which frequently means pooling resources across department, organizational, or discipline lines;

(f) A failure to append assurances from facilities or schools whose cooperation is necessary for project success. For some activities, it is also appropriate to discuss plans and elicit feedback from the staff of the State Educational Agency;

(g) A failure to propose a realistic time frame for the planned project. If staff must be recruited, instruments designed, forms clearances obtained, etc., the project time schedule should take such activities into account. Although time extensions may be arranged in special circumstances, prospective applicants are advised to plan realistically. Particularly if time must be allowed for clearance of forms or for bureau review of documents, either other activities should be planned for those time periods, or staff should be temporarily assigned other duties;

(h) A failure to follow principles of good design. Most frequently overlooked are validity and reliability of collected data in surveys, test protocols, etc. Controls for experimenter's bias, Hawthorne and halo effects, and the issue of generalizing beyond the group of project participants often deserve attention. Appropriate statistical analyses do not necessarily require highly complex procedures. Levels of significance in statistical tests should not be violated by multiple reanalyzing of the same data. An appropriate ratio of subjects or respondents to variables under study should be planned;

(i) A failure to plan for evaluation of materials or procedures developed under the grant or contract. Although major development projects may require evaluation by an independent third party, the applicant usually outlines detailed procedures for evaluation of materials, curricula, or hardware devices. In some instances it may be appropriate to include both evaluation steps during product development and a final, overall evaluation procedure. When new procedures, curricula, materials, or other products are to be developed, the proposed evaluation should plan to obtain estimates of cost (including dollar amounts) and benefits expected to accrue if the product were placed in service.

--Mitzel, 1976

PART IV: ADDITIONAL RESOURCES

PART IV.A: CONTEXTUAL GLOSSARY

To someone who is new at the game of getting grants, the jargon can seem overwhelming at first. The purpose of this section is to give you definitions for some basic terms used in grant writing. As you become involved in proposal writing you will quickly become familiar with these and other terms.

Abbreviations and acronyms can also be a source of confusion to anyone who has not had much contact with them. They multiply so quickly that you may think someone who is rattling on about "FIP-SEE" (FIPSE) or "NI-DUH" (NIDA) is speaking a foreign language. To help lessen confusion, a list of Federal agency acronyms has been included.

This section contains the following:

- General definitions of Federal terms.
- Abbreviations and acronyms concerning the Federal government.
- A general glossary of grant-related terms.
- Types of grants.

GENERAL DEFINITIONS OF FEDERAL TERMS

Federal Agency - Federal department and subdivision which administers and funds the program.

Legislative Authority - the Act of Congress which created the program and United States Code identification.

Domestic Assistance Catalogue No. - number assigned to the program in the OMB publication, Catalogue of Domestic Assistance Programs.

Program Objectives - the purpose of intent of the program.

Administrative Responsibilities - indicates if program is administered directly from Washington or is decentralized and administered at the regional or state level.

Type of Assistance - mechanism for dispensing funds.

Use and Use Restrictions - guidelines for permissible use of funds.

Eligibility - applicants and those the program is intended to benefit.

Application and Award Process - procedures used in applying, funding cycle; method used in review and award of the applications.

Competition - the number of ratio of applications submitted and grants awarded in the last competitive funding cycle.

Rules and Regulations - rules, reference and explanatory material to be used in preparation of grant application.

ABBREVIATIONS AND ACRONYMS CONCERNING THE FEDERAL GOVERNMENT

ADAMHA - Alcohol, Drug Abuse, and Mental Health Administration
AEA - Adult Education Act
BEOG - Basic Educational Opportunity Grants
BOAE - Bureau of Occupational and Adult Education
CETA - Comprehensive Employment and Training Act
C.F.R. - Code of Federal Regulations
CHP - Comprehensive Health Planning
CRA - Cooperative Research Act
DHEW or HEW - U.S. Department of Health, Education and Welfare
EHA - Education of the Handicapped Act
EOA - Economic Opportunity Act
ESAA - Emergency School Aid Act
FIPSE - Fund for the Improvement of Secondary Education
FOB 6 - Office of Education located at 400 Maryland Avenue, S.W. Washington, D.C., called Federal Office Building #6
FR - Federal Register
HEA - Higher Education Act
HRA - Health Resources Administration
HSA - Health Services Administration
NCES - National Center on Educational Statistics
NDEA - National Defense Education Act
NEA - National Endowment for the Arts; National Education Association
NEH - National Endowment for the Humanities
NIA - National Institute on Aging
NIE - National Institute of Education
NIAAA - National Institute on Alcohol Abuse and Alcoholism
NICHD - National Institute of Child Health and Human Development
NIDA - National Institute of Drug Abuse
NSF - National Science Foundation
OE - Office of Education
OEO - Office of Economic Opportunity
OHD - Office of Human Development
P.L. - Public Law

ROB 3 - Office of Education located at 7th and D Streets, S.W. Washington, D.C., called Regional Office Building #3

SEA - State Educational Agency

SRS - Social and Rehabilitation Service

USOE or OE - U.S. Office of Education

VEA - Vocational Education Act

WEEAP - Women's Educational Equity Act Program

Glossary

This book begins with a set of definitions of key words and concepts that are used by people in the field of proposal development. Since these terms appear frequently in announcements about grants by government and private funding agencies, it will be useful to you to become familiar with them as you read this Guide.

abstract - that section of the proposal document which provides a brief summary of the proposed project, emphasizing the major objectives and procedures.

administration - a process that involves carrying out management decisions within an organization, using pre-established rules for decision-making.

allocation - the sum that the Administration and the Office of Management and Budget actually put into a program.

appropriation - the sum of money that Congress decides should be devoted to a specific purpose in a given fiscal year (usually much less than the authorization).

authorization - the amount of money that could be spent for a program that has been legislated.

bidders/offerors conference - a meeting between individuals interested in responding to a request for proposal (RFP) and government representatives. At this type of conference, questions about the work to be done will be answered by the government representatives.

block grants - grants made by the Federal government to state or local government. Usually states are required to submit an annual plan explaining how such funds will be used, but they are allowed great flexibility in distributing this money as long as the funds are devoted to fulfilling certain basic purposes.

budget - a management plan for a project, expressed in financial terms. A budget may be written as an objective-referenced budget in which a separate cost can be derived for each project objective; or it may be a line-item budget, in which a cost is shown for each category of expenditure (e.g., personnel salaries, equipment, etc.).

budget cycle - the fiscal year used by the funding source.

capitation grants - funds provided for training purposes. The amount of such funds is based on the number of people to be served.

categorical grants - funds restricted to a certain category of interest, such as child care or services for the handicapped.

construction grants - money for construction, renovation, or expansion of a building or facility.

contract - the instrument for supporting an activity that is initiated by the government, and that performs a specified service or will yield a particular end product for the government. The funding agency exercises considerable direction and control over the performance and timing of the work in a contract. Contracts are solicited by announcements in the Commerce Business Daily. Writing a proposal leads to receiving a contract, whereas writing a grant application leads to receiving a grant.

controlling - in project management, a three-step process involving (1) identifying the problem; (2) selecting a solution to the problem; and (3) implementing the chosen solution to the problem.

cost plan - that portion of a proposal document which presents the plan for expending projected monies. A cost plan is equivalent to a budget.

decision-making - identifying or selecting a course of action from among two or more possible alternative courses of action.

demonstration grants - money given out so that the grantee may demonstrate the effectiveness of a given approach or method to solve a problem. Frequently, demonstration grants are allocated to show how a research technique can be applied more widely or how other groups can benefit from an approach originally designed for one population.

directing - in management, the activity of motivating employees to accomplish their tasks.

evaluation - an activity whose purpose is to verify whether or not the project has achieved its intended process and product objectives.

goal - a broadly stated end point to be reached in the future. In a project, a goal is the identified end product and is at the top level of the work breakdown structure.

grant - the instrument for providing support to an activity that the applicant initiates; but that falls within the guidelines and priorities of the funding program. Government grants are solicited by announcements in the Federal Register. As was explained above, a grant is awarded to those who write successful grant applications, whereas a contract is awarded to those who write a successful proposal.

grantsmanship - informal knowledge, skills, techniques, and experience which may be brought to the proposal development situation to help improve the quality of the final proposal document.

grant or contract period - the period of time for which a grant or contract is awarded. The grant/contract customarily goes into effect on a specific date and expires on a specific date.

internal review - in proposal development, the review of a nearly-completed or completed proposal document for the purpose of obtaining suggestions, criticisms, and approval of persons within the requesting organization. This review is conducted prior to a final revision and submission of the proposal to the funding agency.

legal assurances - that section of a proposal document which presents assurances to the funding agency that the project will observe laws and regulations concerning equal employment opportunity, invasion of privacy, etc. It must be signed by the proper officials and is often simply a printed form.

management - the method of attaining organizational goals by (1) developing a plan; (2) arranging operations in conformity to the plan; and (3) creating an environment that is favorable to the performance of the people belonging to the organization. These three steps are usually referred to as planning, organizing, and directing. It is a process that involves a high degree of uncertainty and unprogrammed decision-making.

management plan - that portion of a proposal document that presents the plan for managing the activities of the proposed project. It usually includes a work breakdown, structure, a work flow, time estimates and schedules, and resource estimates.

matching grants or matching funds - money given to an agency or organization with the expectation that the agency in question will contribute a similar amount of funding for the activity.

milestone - important events identified in the work flow of a project. If these events are not completed on time the project goal will not be attained on schedule or possibly not achieved at all.

negotiation - discussions (which may be written or oral) between persons submitting a proposal and representatives of the funding agency in which differences are resolved concerning the management, cost, and technical plans of a proposal.

objective - statements that specify a desired outcome. The statement can be one which includes a broad area of concern or need or it can specify an extremely narrow concern.

organization chart - that portion of the management information system which shows in graphic form the authority and responsibilities of the project staff and the reporting channels through which information will flow.

PERT - (See Program Evaluation and Review Technique)

planning - the management process of determining objectives, defining and evaluating alternative courses of action, and selecting the course which will most effectively and efficiently achieve the established objectives.

planning grant - funds allocated to support planning, developing the means for carrying out research.

policy - a general statement or rule which guides or channels the process of decision-making. It can be formally stated or a result of practice over time.

principal investigator/project director - person who has overall responsibility for carrying out the project.

problem analysis - the process of identifying and defining a deviation from plan and determining its specific cause.

procedure - a guide to routine actions emphasizing a chronological sequence or a set of practices that are so recurrent and routine as to lend themselves to formalized response.

Program Evaluation and Review Technique (PERT) - a management system for planning and controlling many activities that are related to the accomplishment of an objective.

project - an activity that possesses the following five characteristics: (1) finite in character, with a single goal to be accomplished; (2) complex in nature, involving a large number of tasks; (3) unique in that it involves a one-time-only effort; (4) uncertain as to the path or series of activities leading to the goal; and (5) produces a definable end product within time, cost, and performance specifications.

project grants - money offered solely on the basis of the activity rather than on the basis of the number of people involved.

project management - the activity of managing a project. The activities are classified into four phases of project planning, project preparation, project operations, and project termination.

proposal - a document that can be submitted to a funding agency to apply for the support needed to operate an educational project. The document describes the need for the project, its objectives, and a management, cost, and technical plan for achieving the objectives.

proposal development - the activity of managing the development of a proposal. It is analogous to the management of a project. Proposal development activities are classified into four phases: proposal planning, proposal preparation, proposal operations and proposal terminations.

proposal director - the person who is charged with the responsibility of managing the development of a proposal document.

Request for Proposal (RFP) - a solicitation from a funding agency asking for proposals describing an educational project. Usually, the project must be in a specified area of concern.

research grants - funds to test new ideas or to develop new information.

resource allocation - translating an approved plan into a schedule by assigning resources to accomplish the planned activities during a specific calendar period. The process of applying resources toward the accomplishment of a plan, procedure, policy, tactic, or strategy.

resume - a short account of one's career and qualifications that is included in a proposal appendix. It should be written to highlight experience necessary for the work being proposed. Also called a vita.

scheduling - the translation of a plan into a time table showing the specific calendar dates for the start and completion of work and tasks to reach the project goal.

seed money - funds offered to establish or start up a program.

staffing grants - money slated for the hiring of or support of staff members.

target group or population - those individuals who will benefit from the activities proposed in a grant or proposal application.

task - the smallest unit of action in a work breakdown structure. It is a single activity ar an element of a work package which uses few resources.

task-event calendar - a tool for planning work and relating activities to time or schedule. In such a chart or calendar, the horizontal axis represents time and the vertical axis lists tasks or activities to be accomplished.

training grants - funds to train staff or other individuals in particular skills.

unsolicited - a proposal originated by the applicant rather than at the specific request of a funding agency.

vita - (see resume).

work-flow diagram - a diagram illustrating the tasks that must be accomplished to achieve a given goal. The tasks are expressed in the order in which they will be accomplished to achieve a project's objectives. The relationship between and among project tasks is also shown.

PART IV.B: ANNOTATED LISTING OF KEY REFERENCE BOOKS, MATERIALS AND ORGANIZATIONS

There are many good sources available to help you expand your knowledge of writing proposals, getting grants, and developing and carrying out your projects. This section contains a selected bibliography of these helpful sources. It also includes a selected list of evaluation resources.

PAMPHLETS, CIRCULARS, BROCHURES PUBLISHED BY THE U.S. GOVERNMENT

OMB Circular A-95 -- The Intergovernmental Cooperation Act of 1968, under which State and area-wide "clearinghouses" are established to review applications for assistance under nearly 200 federal programs that have some impact on the local community, and all direct federal development projects within the geographic area of the clearinghouse. Programs under which applications must be reviewed include all urban renewal and model cities-type projects, housing programs, and educational and health care facilities; planning grants for health, law enforcement, community action and economic development, and many social service, education and health programs.

OMB Circular A-95: What it is: How it works

Order both documents from: Intergovernmental Relations and
Regional Operations Division
Office of Management and Budget
Executive Office Building
Washington, D.C. 20503

Federal Management Circular 73-3 (FMC 73-3) -- Cost Sharing on Federal Research. Applicable to research grants of contracts with educational institutions, private nonprofit and for-profit organizations. The amount of cost sharing is not specified, but general guidelines for determining the amount are presented. For any nonprofit organization, cost sharing should normally be at least one percent.

Federal Management Circular 74-4 (FMC 74-4) -- Cost Principles Applicable to Grants and Contracts with State and Local Governments. Provides uniform rules for federal agencies to use in determining both direct and indirect costs applicable to grants and contracts with state and local governments. At present there isn't a circular that stipulates cost principles applicable to grants and contracts with private non-profit or for-profit organizations except educational institutions (73-8). However, many of the principles of 74-4 are used by federal agencies for grants with private organizations as well as state and local governments and thus this circular should be studied by such organizations.

An FMC is presently being developed which will coordinate the determination of indirect costs for all federal grant and contract recipients. The proposed FMC states that the determination of indirect cost rates for nonprofit private organizations other than educational institutions or hospitals will be handled by the National Science Foundation.

A key part of FMC 74-4 is the list of allowable costs, by category, with an explanation of what each cost category might include.

Federal Management Circular 74-7 (FMC 74-7) -- Uniform Administrative Requirements for Grants-in-Aid to State and Local Governments. This FMC establishes uniform financial and other administrative requirements for grants to state and local governments. A new circular to be issued soon will apply basically the same standards to agreements with public and private institutions of higher education, public and private hospitals and other public and private nonprofit organizations.

All FMC's are free and may be ordered from:

General Services Administration
18th and F Streets, N.W.
Washington, D.C. 20405
ATTN: Office of Federal
Management Policy

How To Do Business With DHEW (DHEW Publication No. (OS) 75-17). A brief description of the mission and programs of HEW and its operating agencies aimed at acquainting individuals and firms--small business and otherwise--as well as institutions, both profit and nonprofit, in doing business with DHEW.

Order from: U.S. Department of Health, Education and Welfare
Washington, D.C. 20201

Cost: Free

Resources

Federal Funding

Commerce Business Daily
Superintendent of Documents
Government Printing Office
Washington, DC 20402 $80/year

Federal Register
Superintendent of Documents
(same address as above) $5/month, $50/year

Catalog of Federal Domestic Assistance
Superintendent of Documents
(same address as above) $20/year

Catalog of Federal Education Assistance Programs
Superintendent of Documents
(same address as above) $7.30/year

Private Funding

The Foundation Directory (Edition 7)
Columbia University Press
136 South Broadway
Irvington, NY 10533 $40 plus $1.50 handling

Annual Register of Grant Support
Marquis Academic Media
200 East Ohio Street, Room 5818
Chicago, IL 60611 $57.50 plus $2.50 handling

Corporate Giving In The Arts
American Council for the Arts
570 7th Avenue
New York, NY 10018 $12.50 includes handling

Change-Oriented Foundations
The Playboy Foundation
919 North Michigan Avenue
Chicago, IL 60611 Free

Federal and Private Funding

Finding Funds For Programs Related to Women's Educational Equity
Superintendent of Documents
(same address as above) Stock #: 017-080-01835-7 - $2.50

Grantsmanship Center News
The Grantsmanship Center
1031 S. Grand Avenue
Los Angeles, CA 90015 $20/year

Evaluation

Sourcebook of Measures of Women's Educational Equity
American Institutes for Research
P. O. Box 1113
Palo Alto, CA 94302

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Environmental Education Act Handbook on Preparing Proposals. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1971.

Federal Research Report. Order from: Federal Research Report, P. O. Box 1067, Blair Station, Silver Spring, MD 20910. Subscription: $32 for one year; $58 for two years; $82 for three years.

Finin, Lavina (Ed.). *Sponsored Fund Administration: A Bibliography*. Albany, NY: The Research Foundation of the State University of New York, 1976. (P. O. Box 9, 12201. Single copies currently complimentary on request.)

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PART IV.C: PROJECT MANAGEMENT

Suppose you have written your first successful proposal and received notification of the award. Now what? Here are some suggestions on following through on a successful proposal by managing a successful project.

Contained in this section is information on managing a Federally-funded project.

MANAGING A FEDERALLY FUNDED PROJECT

A Ready-Reference Guide for Project Directors to Some Key Provisions of the Administrative and Fiscal Requirements

Prepared for

Region IX
U.S. Office of Education
Edward Aguirre
Regional Commissioner

by

Far West Laboratory
for Educational Research & Development

Spring 1976

Preface

The rules and regulations governing the successful management of a project grant or contract program supported by federal funds need not be viewed as "mysterious" or even onerous. Because they must be comprehensive and precise, they are sometimes thought to be difficult to understand. This guide has been developed simply to help project managers have easy access to certain key provisions that have been misunderstood in some instances.

In this concise publication we have treated only a handful of highlights--those we know to be most significant for the project director/principal investigator. The Office of Education's goal is to help each project succeed by suggesting ways to avoid stumbling blocks. We do not wish to impose any unnecessary "red tape" barriers. But we do aim to alert newly funded projects to some of the key items in federal regulations that have been overlooked or misinterpreted by others in the past.

The business manager or fiscal officer of each organization has a full set of Administrative and Fiscal Requirements, Chapter 45 of the code of Federal Regulations, Part 100a (covering a direct grant or contract) and Part 100b (covering state administered programs). At least one person in the recipient organization needs to be familiar with the many important details covered in those pages (as reprinted from the Federal Register, vol. 38, no. 213, Nov. 6, 1973).

The federal regulations should be viewed positively--as the framework within which state and local projects carry out their scheduled work in the public interest. If each project director uses this guide as a working tool, the project outcomes should indeed prove useful in helping to enrich the entire nation's educational capabilities. It should be remembered, however, that this guide is merely that, a mechanism to alert project directors to areas in federal regulations which are important to know but which are often misinterpreted. The guide is no substitute for the source regulations. If, after reviewing this guide, a project director has problems, he/she should review the pertinent section in 45 C.F.R. part 100. Then, if questions still remain, he/she should contact the Office of Education.

Edward Aguirre
Regional Commissioner
San Francisco
1 March 1976

Changes in "Scope of Work"

Only substantive changes require the approval of the contracts officer. A project need not go through every phase of its proposed "scope of work" in literal, lock-step, sequential fashion. The project is, of course, required to carry out its proposed assignment, as contracted for. But the project director and staff may adjust to conditions and events that occur during the contract period, so long as the ultimate project goals and objectives are achieved and documented.

If the total project* budget exceeds $100,000, the cumulative amount of budget revisions or deviations exceeding $10,000 or 5% of the total direct-cost objects classifications (whichever is greater) do require prior approval of the federal contracts officer.

If the budget is $100,000 or less, only a cumulative budget category change to direct-cost classifications greater than 5% of the total requires prior approval.

Be sure to allow time (at least 30 days) for the contracts officer to notify the project as to whether major changes or revisions have been approved.

Note that all other budget revisions may be made freely at the project's own discretion.

(See Administrative and Fiscal Requirements paragraph 100a. 28 and 100a. 29 for details.)

Examples: Portions of funds budgeted for "travel" can be used to purchase "supplies" if the need arises. Or "fringe benefits" and "salaries" can be altered. None of these actions requires prior approval unless it exceeds the limits stated above or it changes the project's scope of work. However, funds budgeted for indirect costs may not be transferred to offset increased direct costs without securing the prior approval of the grants officer, regardless of the amount of the funds to be transferred.

It should be remembered that grants are negotiated by the Office of Education and the grantee organization, and as such are binding arrangements on both parties. The grantee organization should maintain faith to the negotiations by carrying out activities mutually agreed upon in the negotiation session. If changes are required, then adequate justification must be presented for the change in work scope.

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* This stipulation applies to state and local government agencies.

Obligation by Recipients

"Obligation" is used in contracts language to mean any transaction involving a legal responsibility for payment. A project incurs obligations when it has documentary evidence of binding commitments to acquire goods or property to perform work.

However, funds for personal services, for services carried out by public utilities (electricity, gas, water, phones, etc.), for travel, and for rental of facilities are deemed to be "obligated" only at the time such services are rendered, such travel is accomplished, and such rented facilities are used.

(See paragraph 100a. 55.)

Examples: Salary and fringe benefits are considered obligated on the day the employee actually works, not at the time the employment contract is signed. However, a contract for moving a portable classroom obligates funds as of the date the contract is signed by the organization's authorized official.

Procurement Standards

The best way to procure supplies, equipment, construction, and other services for a federally funded project is to be as economical and practical as possible. Of course, since public funds are involved, there must be free and open competition and no project personnel may accept favors, gratuities, or anything having monetary value in connection with procurement activities. Obviously, projects must avoid purchasing unnecessary or duplicative items and awards should go to the lowest bidder who is responsive to the requirements issued.

However, if you are a state or local government and it is not practical or feasible to use formal advertising, you may negotiate procurements; here are some useful guidelines to follow:

*Sole source procurement is acceptable only if there is an emergency situation that will not permit delay incident to advertising or when the material or service to be procured is available from only one person or source. Adequate justification must be maintained on any sole source procurement. If the aggregate expenditures of a sole source procurement exceed $5,000, prior approval must be obtained from the Commissioner of Education, or his representative, the Grants Officer.

*Negotiated contracts for personal or professional services, or for services to be rendered by a university, college, or other educational institution are acceptable.

*Competition is to be obtained to the maximum practicable extent.

*Negotiated purchases in excess of $2,500 require records or files showing: justification for why negotiation was used instead of advertising; contractor selection; and basis for cost or price negotiated.

Always pay attention to the contractor's integrity, record of past performance, financial and technical resources, and access to other necessary resources. That's common sense as well as being a "regulation" to follow.

Each project needs a system for contract administration to assure compliance with terms, conditions, and specifications of the contract or order and to assure timely follow-up of all purchases.

The project director should confer with the organization's business/fiscal/administrative office regarding other negotiated contract stipulations: termination provisions, legal remedies, access to contractor's records, etc.

(See paragraph 100a. 100-109.)

Example: A project, located near a university, has a need for a project evaluation. Through competition, a contract is issued to an individual professor for 10 days of consultation at $100 per day plus 15¢ per mile auto travel to and from the project site. The professor and the project draw up a mutually agreed upon contract. The contract specifies the product to be obtained, time lines for submission of interim reports and final reports, schedule of visits to the school site, payment schedules, etc.

Dual Compensation

If a project staff member or consultant is involved in two or more projects (one of which is supported by federal funds), that person may not be compensated for more than 100% of work time during any part of the period of dual involvement.

Also, the project may not use any federal funds or funds from other sources to pay a fee to, or travel expenses of, any employee of the Department of Health, Education and Welfare.

(See paragraph 100a. 261.)

Examples: A full-time project staff member, being offered an honorarium to lecture at a college, must refuse the compensation or request that it be paid to the project instead.

A project staff member, invited to participate in a non-project workshop, may accept travel and per diem from the host project, provided that these expenses have not been covered by his/her own project's funds.

Monitoring and Reporting

Each project must constantly monitor its performance of federally supported work to assure that it is progressing satisfactorily toward achievement of project goals. Each activity and function of the project--as set forth in the approved grant application or contract document--must be reviewed regularly by the project director or another responsible staff person.

The grant or contract specifies what type and frequency of reporting is required. Generally, the project should compare its accomplishments with the goals established for the period (quarterly or annually). If slippage has occurred, reasons should be given to show why goals remain unmet. If there is a cost overrun or if unusually high unit costs have been incurred, these should be analyzed and explained.

(See paragraph 100a. 431-432 See also paragraph 100a. 276.)

Examples: A project with a set of goals and objectives, scheduled according to a prearranged timeline, monitors its own progress weekly, monthly, and quarterly as it moves step by step forward on its scope of work. By documenting progress (and slippage) by task, the project easily accumulates the data, including costs, needed to prepare its quarterly reports to the funding source. In this way the project is also developing expertise in time and task management that will facilitate preparing future budgeting proposals as opportunities occur. Since each project is also required to include procedures for effective evaluation as to the extent objectives are met, the monitoring and reporting functions become doubly significant.

Use of Consultants

Applicable state and local laws, regulations, and policies govern the hiring of and payments to consultants. But use of and payment to consultants at a rate exceeding $100 per day require prior written approval by the grant or contract officer.

The project must keep on file a written report on all consultations, covering: consultant's name, dates, hours, and amount charged to project; names of staff to whom services are provided; and results of the consultations.

If the contract is held by one part of an educational institution, only in very exceptional cases may consulting fees be paid to employees in other departments of the same institution.

(See Appendix A, paragraph 20.)

Examples: A project hires a consultant from a nearby school district for three days at a rate of $75 per day, plus travel expenses. No approval is required.

A project located in the psychology department of a university wishes to use the services of a corporation's industrial psychologist whose usual fee is $150 per day plus expenses. Prior written approval is obtained from the grants (or contract) officer.

Note

A project director may well wish to dig deeper into other administrative and fiscal requirements. If so, the following references are recommended:

*Nonexpendable and Expendable Personal Property (100a. 215-216)

*Duration of Project (100a. 54)

*Publications and Copyrights (100a. 218-219)

*Royalties (100a. 234)

*Changes in Key Personnel (100a. 160)

*Data-Collection Instruments (100a. 263)

*Retention of Records (100a. 477)

*Closeout (100a. 494)

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FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Volume III: The Swipe File

DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

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Office of Educational Research and Improvement
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LISA HUNTER
MARGARET ROBINSON

Women's Educational Equity Proposal Development Project

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Center for the Study of
Contemporary Rural Women
P.O. Box 3645
University, Mississippi 38677
Dr. Katharine Rea, Director

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
Dr. John Hemphill, Director

• • •

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DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

VOLUME III: THE SWIPE FILE

/
WALTER M. MATHEWS
Center for the Study of
Contemporary Rural Women

LISA HUNTER
MARGARET ROBINSON
Far West Laboratory for
Educational Research and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary
Peter Relic, Assistant Secretary for Education

Office of Education
William L. Smith, Commissioner

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Staff of the Women's Educational Equity Proposal Development Project are:

Far West Laboratory

Lisa Hunter, Project Director
Margaret Robinson, Co-Director
Donna Bellorado, Associate
W. Pearl Howell, Associate
Annalee Elman, Evaluator
James Bowie, Administrative Assistant
Nancy Dannenberg, Support

Center for the Study of Contemporary Rural Women

Walter M. Mathews, Project Director
Patricia Campbell
Patricia Christian
Dorothy Baker
Cyndi Wolfe

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Introduction

During 1977 and 1978, the Women's Educational Equity Proposal Development Project developed a set of materials and conducted a series of workshops on proposal writing under a contract from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The goal of this project was to give people throughout the country the skills and resources with which to translate their ideas into fully-developed grant proposals for projects related to educational equity for women. The materials and workshops were designed for people who had no experience in writing proposals, and who did not have access to any other such assistance.

Throughout the written materials, we use the term proposal in the general sense, meaning a written document that sets forth in detail an idea for consideration to a funding source. There is a technical difference between two kinds of proposals: a grant application, and a contract proposal. These terms are defined in the section of the Guide on "The Pre-Writing Phase." Although these materials concentrate on the development of a grant application, most of the information is also applicable to contract proposals. Differences are mentioned when appropriate. Likewise, the information given on WEEAP and other programs related to educational equity for women is applicable to most other funding procedures.

The three volumes of printed materials are:

Developing Successful Proposals in Women's Educational Equity

Volume I:	The Guide (English and Spanish versions)
Volume II:	The Supplement
Volume III:	The Swipe File.

Each volume stands alone, but use of all three provides maximum coverage of the topic of proposal writing. An additional aid is a set of audiocassettes of excerpts from some of the workshops that were held around the country.

The Guide is the key volume; it gives an overview of the process of developing a proposal, from conceiving an idea and locating a funding source, through the writing stage to the submission of the proposal to a funding agency. It contains checklists and worksheets for practicing new skills.

The Supplement contains resource information that is useful in researching and writing a proposal. It is keyed to the topics covered in the Guide, and includes resources on funding for projects focusing on educational equity for women, sources of background and research data on women, and samples of each component of a proposal.

The Swipe File consists of three proposals that were funded (two by the WEEA Program and one by the National Institute of Education) and the reviewer comments for each application. This volume can be used as a "model" for a fully-developed proposal, as well as for demonstrating the kinds of comments a proposal reviewer makes.

PART I

TITLE OF PROPOSAL: Promoting Educational Equity Through School Libraries

SUBMITTED TO: Women's Educational Equity Act Program
U.S. Office of Education

WRITTEN BY: Alleen Pace Nilsen and
Karen B. Tyler
College of Education
Arizona State University

COMMENT: This proposal was submitted in completion for a small grant with WEEAP (under $15,000) and is written in a clear, concise style. Rather than the customary literature review, a short history is given to show a need for the proposed project. In this case it is appropriate, but in a longer proposal, existing studies should be used in a literature review to support the need statement.

The evaluation section of this proposal presents in sufficient detail the testing procedures to be used. The reviewer can see what methods will be used, but is not overwhelmed by technical jargon.

The budget is presented in narrative form in the proposal; budget forms and justifications are not included in The Swipe File.

Promoting Educational Equity Through School Libraries

Grant Category: General

Submitted by:

Alleen Pace Nilsen
Karen B. Taylor

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Abstract

PROMOTING EDUCATIONAL EQUITY THROUGH SCHOOL LIBRARIES

OVERVIEW

The unique role of the school librarian suggests that he or she is the one person in a school who can ensure that new materials which promote educational equity are both acquired by the school and used by students and teachers. A project is proposed which involves the development of instructional materials for training school librarians to promote educational equity through acquisition and utilization of materials appropriate for this purpose. The potential contributions of this project are: (1) identification of the specific competencies which school librarians must acquire to promote educational equity in the schools; (2) development of a set of learning modules which are effective and efficient in helping librarians acquire the competencies; and (3) simple and inexpensive dissemination of a learning program which can have immediate impact on the educational practices of elementary and secondary schools.

OBJECTIVES

The major intended outcome of the project is the development of training modules which will lead to acquisition by a high percentage of school librarians of specific competencies related to evaluation, selection, acquisition, and utilization of materials which promote educational equity in the schools. Critical en-route outcomes are: (1) identification of the appropriate competencies; (2) development of training experiences; and (3) development of valid and reliable measures for assessing performance on the competencies.

PLANNED ACTIVITIES

Development of the program will take place through a cycle of tryouts and revisions. Materials and procedures will be pilot-tested and field-tested with a group of professional school librarians enrolled in in-service courses offered by the Department of Educational Technology and Library Science, Arizona State University. At the end of the funding period, the revised and validated program will be packaged and made available to educational agencies involved in the in-service and pre-service training of school librarians.

Introduction

An innovative instructional development project is proposed. The potential contributions of the project include:

(1) Identification of the specific competencies which school librarians must acquire to promote educational equity in the schools.

(2) Development of a set of learning modules which are effective and efficient in helping librarians to acquire the competencies.

(3) Simple and inexpensive dissemination of a learning program which can have impact on the educational practices of elementary and secondary schools.

The school librarian (whose professional training has made him or her aware of the general procedures for selecting educational materials and promoting their utilization) is the one person in a school who can ensure that new materials which promote educational equity and counterbalance the curriculum are both acquired and used. This project involves the development of instructional materials for training school librarians to promote equity through acquisition and utilization of materials appropriate for this purpose.

During the past decade, educators have become increasingly aware that their institutions have denied women access to opportunities and limited the career options and aspirations of both men and women. The response to this problem was to offer women's studies courses in colleges and universities. A second response was to develop and publish books and other materials to supplement the curriculum and compensate for the inadequacy and unfairness of traditional textbooks and courses of study. Both responses have begun to affect the educational patterns in elementary and secondary schools, but the rate of change has been slow and the impact, in terms of fundamental systemic change, slight.

One reason for the slow rate of change is that, despite production of new materials, few are actually used in the classroom. School finances permit textbook changes only every five or six years and the production of textbooks is a costly, long-term process. As a result, a majority of the new materials are in the form of individual books and audiovisual materials. These, if they are acquired by the schools at all, are most likely to become a part of the school library's collection. Consequently, during the next several years, school librarians can play a critical role in evaluating, selecting, and acquiring materials which promote educational equity for women. Librarians can also develop an awareness among school personnel and students that these materials are a necessary counterbalance and supplement to the school's curriculum.

Because awareness of the problem and the librarian's potential role in its solution is so recent, few school librarians have had formal training in the evaluation and selection of non-sexist materials. Many are not sufficiently aware of the sex role stereotypes found in most educational materials. They also lack awareness of the range of new materials which help to intervene in the traditional process of sex role socialization in the schools. Finally, most librarians are unaware of their own potential role in promoting the utilization of such materials in the classroom and by individual students.

Immediate steps should be taken to assist school librarians in acquiring the competencies required to select, acquire, and promote utilization of materials which contribute to the overall goals of reducing sexist practices in the schools and promoting educational equity for women. Therefore, the directors of this project propose to develop, under a Small Grant from the Women's Educational Equity

Program, a series of training modules to be used in the pre-service and in-service education of school librarians. The training modules will enable school librarians to acquire skills related to selection and utilization of materials (both print and audiovisual) which intervene in the sex role socialization process promoted both by textbooks and by sexist practices in the schools. The development project will be accomplished at Arizona State University, Tempe, AZ.

The proposed development project involves the development and field-testing of a series of modules for in-service training for school librarians. The training modules will be designed for use by a variety of educational agencies involved in in-service education for school librarians. The modules will be designed to incorporate the following characteristics:

1. They will be competency-based. During development of the training modules, competencies and skills judged to be important for the selection acquisition, and utilization of materials to promote educational equity will be identified. These competencies will serve as the basis for design of training activities and assessment of librarian performance at the conclusion of the workshops.

2. They will reflect a range of viewpoints. Since there are a variety of ways in which materials can be selected and utilized to intervene in the process of sex role socialization promoted in the schools, the modules will reflect the fact that no single set of rules, criteria, or guidelines are appropriate for promoting educational equity in all school settings. Participants in the training will consider that there are a variety of approaches to the same goal and that different school settings may require establishment of unique criteria for evaluation and use of materials.

3. They will be easily exportable. The materials will be developed in a form in which they can be readily used by agencies involved in in-service education of school librarians. College and university library science departments, school district librarians, and state libraries will be able to obtain and use the modules. A user's manual will be developed to provide guidance for instructors using the modules. All materials will

be in a printed format which can be published through the Educational Resources Information Center (ERIC).

Systematic instructional development and formative and summative evaluation procedures will be employed to insure the instructional effectiveness of the training modules. During the funding period, initial development, pilot testing, and field testing of the modules will be accomplished. Pilot and field testing will take place during in-service courses for school librarians offered by Arizona State University each semester at off-campus locations in Phoenix, Arizona. Results of each test will be used to revise and package the modules into a form which will permit efficient and inexpensive dissemination through the ERIC system. It is anticipated that all development activities, evaluations, and revisions will be accomplished by July 1, 1977 when the program will be available for dissemination to educational agencies. The validated program will also be installed as a unit of the library materials courses offered at ASU for the pre-service training of school librarians.

Project Outcomes

The major outcome of the project is the development of training modules which will lead to acquisition by a high percentage of school librarians of specific competencies related to evaluation, selection, acquisition, and utilization of materials which promote educational equity in the schools. Implicit in the major outcome are three *en route* outcomes: (1) identification of the appropriate competencies; (2) development of training experiences; and (3) development of measures for assessing performance on the competencies.

The physical products related to the outcome will be an instructor's manual and the training and assessment materials for the modules. All materials will be packaged in a print form that lends itself to easy use by other education agencies. The instructor's manual will ensure that instructors will be able to conduct instructional sessions without direct contact with the developers. Dissemination of the materials can be most efficiently accomplished through publication by ERIC. Educational agencies can access the materials through a variety of information networks or through the ERIC documents index (Research in Education.) They can then obtain from ERIC either microfiche or hard copy of the program materials and final report for their use.

Attainment of the major program outcome has several implications. Most importantly, the program will be available for use in training school librarians to be key participants in the process of providing educational equity in the schools. As described above, school librarians, because of their general professional expertise in the selection of library materials, will, if trained in the program described in this proposal, have great potential as agents of change in the schools. Librarians, when sensitized to the issues related to providing educational equity through appropriate educational materials, can play the crucial role in determining the quality and scope of educational materials available for use in the schools and in encouraging appropriate use of the materials to counterbalance the curriculum. Thus, the librarian can insure that materials are both purchased and used.

Description of the Planned Program

The project directors anticipate that the program will include several key modules. One module will be developed which trains librarians to identify sex role stereotypes in educational materials.

Emphasis will be on identifying both the more obvious stereotypes in sex roles and illustrations and the more subtle stereotyping implicit in the English language. A module will also be developed to train librarians to: (1) apply evaluative criteria related to the selection of materials to supplement and counterbalance the curriculum and (2) develop criteria appropriate for particular school settings (e.g., criteria which reflect community values and the ethnic and socio-economic mix of the school's population). A third module will train librarians to develop goals for building collections which can serve to supplement and counterbalance the traditional curriculum and promote educational equity. A fourth module will focus on procedures for designing in-service workshops for teachers which present them with strategies for identifying and using library materials in their classrooms. Other modules will be developed to help librarians acquire other competencies identified in the early stages of program development.

Emphasis will be made in all training modules on the school librarian's role as an agent of change who can intervene effectively in the prevailing pattern of sex role stereotyping and sex role socialization in the schools. Because school librarians are themselves subject to continual and subtle reinforcement of the sex roles which they have learned, the training modules must also focus on changing their attitudes as well as providing them with new and necessary skills.

Development of the modules will be consonant with the general philosophies of women's organizations and feminists encouraging educational equity in the schools. However, because there is no single philosophical stance (nor could there be) emphasis will be on the acquisition of competencies which will assist librarians in formulating goals and procedures which are appropriate for specific educational settings and community needs.

The training modules are planned to require approximately fifteen hours of instructional time, the equivalent of one semester unit of credit. The training can be accomplished in two days of in-service education or in shorter time blocks over a longer period of time. The time planned is deliberately short, reflecting the fact that school budgets and teacher contracts allow few in-service opportunities. And, despite the importance of the training, the project must reflect the fact that librarians need to acquire the specified competencies quickly so that changes in the schools can be accomplished as soon as possible.

Procedures and instrumentation for assessing attainment of the competencies taught through the modules will be incorporated into the program. These procedures, and procedures for measuring changes in attitudes, as well as attitude toward the program, are described in the "Evaluation Procedures" section below.

Evaluation Procedures

The major evaluation task associated with this project is the development of materials and procedures to assess performance of each specified competency taught in the modules. Depending on the specified competency, measurement of performance will normally involve evaluation according to specified criteria of products produced by the librarian participants or criterion-referenced testing of competencies that can be measured appropriately with a paper-and-pencil test. The specific measurement procedure for each competency will, of course, be designed to directly measure performance of each competency.

Evaluation of the effectiveness of the modules in helping librarians to acquire the necessary competencies is also important. During the development of the program, librarian participants will be pretested and posttested on each competency and data will be summarized to indicate pretest and posttest performance levels on each competency. Posttest performance will serve as the major indicator of program effectiveness.

In addition to the performance of participants, measurement of two sets of attitudes related to the program will be used as a source of evaluation data. Attitude questionnaires in the form of Likert-type scales will be used to assess participants' attitudes both before and after participation in the instructional program. This questionnaire will assess the extent to which the training modules have an effect on participants' perceptions of their own roles, both in terms of sex role socialization and in terms of being active agents for promoting educational equity in the schools. A second set of attitude questionnaires will be constructed to assess participants' attitudes toward the instructional program generally and toward the specific modules. Questionnaires will be administered to librarians participating both in the pilot test and in the field test. The attitude data will be summarized to indicate overall attitude toward the program and its components.

Formative evaluation and data-based revision of the program will take place following both pilot testing and field testing of the program. Training materials and procedures will be revised for each competency on which the overall performance of interns is not acceptable. Data collected from the attitude questionnaires will also be a source for identifying appropriate revisions. A summative evaluation of the program in the form of a final report will be submittted to the project monitors at the conclusion of the project.

Finally, materials will be reviewed by two consultants. One is a nationally recognized expert in library education whose present position is involved directly with the provision of educational equity for women. She will serve as a subject matter expert and review the training modules for: (1) inclusion of appropriate content and (2) design of appropriate training procedures. The second consultant will serve as project development consultant and will be available to review project development activities, data collection procedures, and formative and summative evaluations. The pertinent experience of the consultants is described more completely in the "Personnel" section of this proposal.

Project Schedule

A schedule of milestone events during the project is presented on Page 10. The schedule is intended as a means for a general overview of the sequence of major events and for monitoring progress of the project. Thus, it does not indicate planning activities, logistical arrangements, data collection points, and other important steps for the project. Reports and materials produced at each step in the event schedule will be submitted to the project monitor as a part of the documentation procedures for the project.

PROJECT EVENT SCHEDULE

		Start Date	End Date
1.	Identification of a set of competencies for school librarians related to providing educational equity through evaluation, acquisition, and utilization of supplemental and counter-balancing library materials.	August 1976	September 1976
2.	Development of training modules and procedures for each competency.	September 1976	November 1976
3.	Development of assessment materials for each competency and for assessment of attitudes.	September 1976	November 1976
4.	Submit materials for review by subject matter consultant and revise accordingly.	November 1976	December 1977
5.	Conduct a pilot test with professional librarians enrolled in an in-service library science course at ASU.	January 1977	January 1977
6.	Revise all components of the program including list of competencies and training and assessment materials on the basis of pilot test data and prepare packaged version of program for field test.	January 1977	February 1977
7.	Conduct a field test with professional librarians enrolled in an in-service course.	February 1977	March 1977
8.	Revise on basis of fieldtest data.	March 1977	April 1977
9.	Develop instructor's manual.	April 1977	May 1977
10.	Submit program materials and final report to W.E.E.P.		June 1977
11.	Submit program materials and final report to ERIC, subject to W.E.E.P. approval, for dissemination to education agencies.		

Personnel and Resources

The project co-directors have experience and expertise in the areas of (1) eliminating sex role stereotyping in school materials, (2) identifying sexism in language, (3) library education, (4) school librarianship, and (5) instructional design and development. Two nationally recognized leaders in the areas of library education and instructional development have also agreed to serve as consultants to the project directors.

Brief descriptions of the professional experience that is most relevant to the project are provided below for the co-directors and consultants. A complete vita for each of the project co-directors is attached to the proposal. Vitae for the consultants to the project are available from the project directors by request.

Dr. Alleen Pace Nilsen, Co-director. Dr. Nilsen is Assistant Professor of Educational Technology and Library Science at Arizona State University. She holds a Ph.D. in English Education from the University of Iowa. For the past six years, Dr. Nilsen has been actively working to eliminate sex role stereotyping in school materials. In 1971 she wrote "Women in Children's Literature", which was published in English Journal (May, 1971) and reprinted in five college textbooks. Since that time, her articles reflecting a feminist perspective have been published in Elementary English, English Journal, Arizona English Bulletin, and Young Children. Her doctoral dissertation from the University of Iowa researched "The Relationship Between Grammatical Gender and Equal Treatment of Males and Females in Children's Literature." She serves on the National Council of Teachers of English Committee on the Role and Image of Women in the Council and in the Profession, and has just finished editing Sexism in American English, a forthcoming book from N.C.T.E. She is also one of nine writers working with the Feminist Press on a project funded by The Ford Foundation to provide nine supplementary texts for high school English and social studies courses. Since 1973 she has been the "Books for Young Adults" review editor for English Journal.

Ms. Karen B. Tyler, Co-Director. Ms. Tyler is Instructor in Educational Technology and Library Science at Arizona State University. She holds a BA from Wellesley and a Masters in Library Science degree from the University of Denver where she specialized in school librarianship. She is a candidate for the Ph.D. at Arizona State University, with a specialization in instructional research and development. While employed at Arizona State University Ms. Tyler has taught a variety of courses concerned with the selection and utilization of book and audio-visual materials. She has also developed a program for the in-service education of school librarians. Prior to her faculty appointment, Ms. Tyler served as Research Associate to the Library Training Institute for American Indians at A.S.U. Her duties included development of a training program related to the evaluation and selection of educational materials for and about American Indians. She has also served as consultant to projects concerned with the development of systematic and effective training procedures for educational personnel.

Dr. Margaret Chisholm, Project Consultant. Dr. Chisholm is a nationally known expert in the field of library education. She is currently Vice President for University Relations and Development at the University of Washington, Seattle, Washington, where she is the first woman to be appointed a vice-president in 114 years. Part of her duties include working with the university's affirmative action officer to provide educational equity for women. Prior to her appointment, Dr. Chisholm was Dean of the College of Library and Information Science at the University of Maryland. Dr. Chisholm's special interest is library materials (both print and audiovisual) for children and young adults. Her extensive publications in this field include: Media Personnel in Education; A Competency-Based Approach, The Reader in Media; Technology in Libraries, and Media Indexes and Review Sources.

Dr. Howard Sullivan, Project Development Consultant. Dr. Sullivan is a Professor of Education and Chairman of the Department of Educational Technology at ASU. He has numerous publications in the areas of objectives-based instruction and instructional development and evaluation. Dr. Sullivan has served as principal investigator or project director on several research and development projects sponsored by the U.S. Office of Education and the U.S. Air Force, and he has co-directed two five-day training sessions sponsored by the American Educational Research Association for post-doctoral educational researchers. He has been a consultant in the areas of instructional development and educational measurement to several large corporations, government agencies, and research and development centers. Dr. Sullivan holds a Ph.D. in Educational Psychology from the University of Oregon.

The Department of Educational Technology and Library Science at Arizona State University trains the majority of school librarians in Arizona. The library program has been recognized by both federal and private funding agencies. From 1971-1974, the Knapp Foundation of North Carolina and the American Library Association funded an experimental program in school library media education. The program's goals were to train school library media personnel, develop a modularized program, effect systemic change, and produce a program which could be used by other institutions. From 1971-1975, the Bureau of Library Training and Resources of the Office of Education funded a project with the goal of training fifteen Native Americans to be school library media specialists for Bureau of Indian Affairs schools. A secondary goal was to develop an exemplary training program for minority students seeking to work in their native communities. The department has also been involved in research related to identification and evaluation of materials appropriate for use in bi-lingual and multi-cultural education and provision of special library services for minorities.

Of critical importance to the success of this project is the combined expertise in library science, instructional development, and provision of educational equity for women and other special groups which the project directors, the Department of Educational Technology and Library Science, and project consultants provide.

Budget

The total funding requested from the Women's Educational Equity Program is $14,996. Budget Information forms and an explanation sheet for the project were presented in Part III of the proposal.

The primary category for which funding is requested is personnel. No funds are requested for supplies. This reflects the fact that over the past five years, the Department of Educational Technology and Library Science has spent several thousand dollars to develop a model media collection including both print and non-print educational materials and professional books. Included in this collection are materials related to women's studies.

In addition, both co-directors serve as book review editors for national publications. As a result, the department receives review copies of new books for children and young adults from publishers.

No funds are requested for the consulting to be done by the Project Development Consultant. He has agreed to review all products and activities in the development project as required for the duration of the project.

If the project is funded by the Women's Educational Equity Program, the financing will allow systematic development and fieldtesting of a librarian training program for promoting educational equity through school libraries. As noted earlier, at the conclusion of the funding period the program will be available for dissemination to educational agencies.

ALLEEN PACE NILSEN

Department of Educational Technology and Library Science
FLS/College of Education
Arizona State University
Tempe, AZ 85281

Phone: 602 965 2617

EDUCATION

Brigham Young University	1954-58
Major: English	BA
Minor: Speech and Drama	
American University	1960-61
Major: Elementary Education	MEd
Minor: Educational Psychology	
University of Iowa	1971-73
Major: English Education	PhD
Minor: Linguistics and Children's Literature	

TEACHING EXPERIENCE

Elementary Schools:	
Clifton Elementary School, Fairfax County, Virginia	1959-60
American International School of Kabul, Afghanistan	1967-69
University of Northern Iowa Price Laboratory School	1971-72
Tempe Public Schools, Tempe, Arizona	1974-75
Colleges and Universities:	
Highland Park Junior College	1961-62
State University of New York at Oswego	1964-66
Eastern Michigan University at Ypsilanti	1966-67 1969-71
Arizona State University	1973-74 1975-present

PROFESSIONAL ACTIVITIES

Assistant Professor of Children's Literature at Arizona State University
Review Editor of "Books for Young Adults" English Journal (since 1973)
Editor of News from ALAN, quarterly newsletter of the Adolescent Literature Assembly of National Council Teachers of English
Book Reviewer for School Library Journal
Member of American Library Association
Member of National Council Teachers of English Committee on the Image of Women in the Council and in the Profession

PUBLICATIONS

Books:

Pronunciation Contrasts in English (co-author), Simon and Schuster, 1971, Regents, 1973.

Semantic Theory: A Linguistic Perspective (co-author), Newbury House, 1975.

Sexism in American English (editor and co-author), National Council Teachers of English, forthcoming.

Women in Collision with Words, McGraw Hill in cooperation with Feminist Press, forthcoming.

Booklets:

Colorful Kabul, American Women's Committee and USAID, Kabul, Afghanistan, 1968.

An Afghan Speakeasy, American International School of Kabul, Afghanistan, 1969.

Celebrating the Bi-Centennial Arizona Style, Tempe Public Schools, 1975.

Other Publications and Research:

"Women in Children's Literature," College English, May, 1971, reprinted in five other books.

"My Parents Teach English as a Foreign Language," (co-author) Jack and Jill Magazine, September, 1971.

"The Relationship between Grammatical Gender and the Equal Treatment of Males and Females in Children's Literature," PhD dissertation, University of Iowa, 1973.

"Books A La Mode: A Reader's Digest," Elementary English, October, 1973.

"New Kinds of Books for New Kinds of Girls," Elementary English, October, 1973.

Book reviews in The Reading Teacher, November, 1973; Journal of Reading, December, 1972 and November, 1973.

"Jane Sits Home while Tarzan Swings," Arizona English Bulletin, Fall, 1974.

"Sexism in the Pop Culture," Arizona English Bulletin, Spring, 1975.

"Sexism in English," Chapter in Focus on Language, textbook edited by Harold Allen, Crowell, 1975.

"Ms. and Mr. Debate Sexism in English," (co-author), Elementary English, May, 1975.

"Alternatives to Sexist Practices in the Classroom" forthcoming, Young Children.

"A Feminist Look at our Mormon Language," forthcoming, Conference Proceedings of the Sixth Annual Symposium on Language and Linguistics, Brigham Young University.

Numerous articles in The English Journal including "Young Adults and the Law," September, 1973; "Death and Dying: Facts, Fiction, and Folklore," November, 1973; "Books for Young Adults Honor Listing," (co-author), December, 1973; "The Mexican American Experience," (co-author), January, 1974; "The Feminist Influence," April, 1974; "Saying 'Hi' with Conviction: Books About Drugs," May, 1974; "Junior High Books too Good to Miss," April, 1975; "Grandly Revolutionary or Simply Revolting?", September, 1975; "Love and the Teenage Reader," March, 1976; "Reluctantly Yours," (co-author), forthcoming, May, 1976.

KAREN B. TYLER

Department of Educational Technology
FLS/College of Education
Arizona State University
Tempe, AZ 85281
Phone: 602 965 7191

EDUCATION

Wellesley College, Wellesley, MA Major: History	1965-1969 AB
Brown University, Providence, RI Major: History (MAT program)	1969
University of Denver, Denver, CO Major: Library Science Emphasis: School Librarianship	1972-1973 MA
Arizona State University, Tempe, AZ Major: Educational Technology Emphasis: Instructional Development	1973-present PhD candidate

TEACHING EXPERIENCE

Instructor in History, Religion, Art History Elmhurst Academy, Portsmouth, RI	1969-1972
Graduate Research Associate and Teaching Assistant Department of Educational Technology Arizona State University, Tempe, AZ	1973-1975
Instructor in Education (Library Science) Department of Educational Technology Arizona State University, Tempe, AZ	1975-present

PROFESSIONAL ACTIVITIES

Johnson Boys' Club Library, Denver, CO. September, 1972-June, 1973. (Co-ordinator of Library Services and Supervisor of Volunteers.)

Horace Mann Junior High School, Denver, CO. February, 1973-June, 1973. (School library intern.)

"Evaluating Library Training Programs." Leadership Training Institute, Florida State University; Denver, CO. February, 1973. (Participant-Observer.)

Contemporary Developments in Educational Technology. University of California at Berkeley Extension Course. Association for Educational Communication and Technology Convention, Las Vegas, NV. April, 1973. (Participant.)

Library Training Institute for American Indian People. Arizona State University, Tempe, AZ. August, 1973-May, 1975. (Research Associate; Student Advisor.)

Project for Indian Pupil Opportunity. Mesa Public Schools, Mesa, AZ. April, 1974. (Proposal Writer-Consultant.)

Training Program--Drug Prevention. J. George Iglesias, Director. National Institute of Mental Health Program. Pima Community College, Tucson, AZ. January, 1974-May, 1974. (Instructional Development Intern.)

Tools for Evaluation: Designing Education for Health Personnel. Division of Vocational Education, Arizona Department of Education. Scottsdale, AZ. May, 1974. (Conference Workshop Leader.)

Development and Use of Challenge Exams for Clinical Nursing II, Part I. (Nursing Grant #979) Pima Community College, Tucson, AZ. June, 1974. (Evaluation Consultant)

The Hoffman Marketing Proposal. Instructional Development and Evaluation Associates, Tempe, AZ October-December, 1974. (Writer and Editorial Consultant, Chapters 1, 4, 5.)

Metricmates. Instructional Development and Evaluation Associates, Tempe, AZ. for the Hoffman Electronics Corporation. January, 1975-November, 1975. In Press. (Instructional Developer and Co-author.)

Library and Professional Collection, Center for Career Development, Mesa Public Schools, AZ. April-May, 1975. (Consultant.)

Book Review Editor, ALAN Newsletter. Assembly on Literature for Adolescents of the National Council of Teachers of English. October, 1975-present.

Library Development Committee. College of Education, Arizona State University. January, 1976-present. (Committee member.)

PUBLICATIONS

Tyler, K. B. "A Plan for Instructor-Produced Materials." Audiovisual Instruction 18 (June/July, 1973), pp. 31-32.

Higgins, N. C. and Tyler, K. B. "The Challenge of Educational Accountability for the School Library Media Profession." Missouri Journal of Instruction (May, 1974)

Nilsen, A. P., Tyler, K. B. and Kozarek, L. J. "Reluctantly Yours." English Journal (In Press)

PAPERS PRESENTED AT PROFESSIONAL MEETINGS AND CONFERENCES

Developing Objectives-Based Instruction in Higher Education. Association for Educational Communications and Technology, Atlantic City, NJ. March, 1974. (With N. C. Higgins)

Evaluating Resources for Indian Education. Indian Education Conference, Arizona State University, Tempe, AZ. April, 1974.

Preparing Library Media Specialists for Service in Indian Schools. American Library Association, New York, NY. July, 1974. (With N. C. Higgins, N. Buffalomeat, L. Whitey)

Evaluating Indian Materials. Arizona Association for Audiovisual Education and Arizona State Library Association, Tucson, AZ. September, 1974.

PROFESSIONAL HONORS

Wellesley College Scholar (1967-1969)

Kappa Delta Pi (Education Honorary)

Beta Phi Mu (Library Science Honorary)

AECT Region VIII Intern. March, 1974.

PROFESSIONAL ORGANIZATIONS

American Library Association

Arizona State Library Association

PERSONAL INFORMATION

Date of birth: September 14, 1947.

Place of birth: Somerville, NJ

Social Security Number: 148 38 8800

U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM – 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
565AH60847

CATEGORY (check one)
☐ PRIORITY A ☐ GENERAL GRANT/OTHER
☐ PRIORITY B ☒ SMALL GRANT
☐ PRIORITY C

NAME OF APPLICANT
Arizona State University

ADDRESS
Arizona State University

CITY AND STATE
Tempe, Arizona

ZIP CODE
85281

APPLICATION TITLE
Promoting Educational Equity Through School Libraries

	SCORES
1. NEED AND IMPACT	13
2. APPLICANT QUALIFICATIONS	34
3. PLAN OF OPERATION	42
4. *SUBTOTAL (sum of lines 1-3)*	89
5. SUPPLEMENTARY CRITERIA	16
6. **TOTAL** (sum of lines 4 and 5)	105

SUMMARY COMMENTS *(Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)*

☐ HIGHLY RECOMMEND ☐ RECOMMEND ☒ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

Vague on who this will affect librarian-wise

Personnel good

Budget fair

Need - Good - Poorly presented however

Plan of operation - Fair

DATE	TYPE OR PRINT NAME OF READER	SIGNATURE OF READER

OE FORM 491-2, 3/76

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DIRECTIONS TO READERS: To maintain consistency in scoring, please award points under each evaluation criterion by using the full scale of possible points. For example, a low score for a criterion valued at 10 points, would be 1, 2, or 3 points, not 5. Do not use fractions of points.

GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	6
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	2
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	5
TOTAL MAXIMUM POINTS	50	
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)		13

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Page 3: Development of training modules to be used in the pre-service and inservice education of school librarians.

Program seems to concentrate on librarians from the University--only because there is no specific mention of others being in on it other than in general: materials will be packaged---to easy use by other educational agencies.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	9
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	9
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	7
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	9
TOTAL MAXIMUM POINTS	45	
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)		34

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Staff - Excellent

Relevant Experience: Somewhat vague (previous experience of university)

GENERAL EVALUATION CRITERIA (continued)	APPLICATION NUMBER	

3. PLAN OF OPERATION	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	14
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	13
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	8
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	7
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)	▨	42

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Objectives - Good

Who it will affect vague - almost non-existent

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form (*Line 5, Supplementary Criteria*).

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS	
	MAXIMUM	AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	15

(record this score on Page 1, Line 5, Supplementary Criteria) →

COMMENTS

Because of the who it will affect I rate the need only as 15. It's not complete.

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U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM - 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
0847

CATEGORY (check one)
☐ PRIORITY A ☐ GENERAL GRANT/OTHER
☐ PRIORITY B ☒ SMALL GRANT
☐ PRIORITY

NAME OF APPLICANT
Arizona State University

ADDRESS

CITY AND STATE
Tempe, Arizona

ZIP CODE
85281

APPLICATION TITLE
Promoting Educational Equity Through School Libraries

	SCORES
1. NEED AND IMPACT	39
2. APPLICANT QUALIFICATIONS	33
3. PLAN OF OPERATION	47
4. SUBTOTAL (sum of lines 1-3)	119
5. SUPPLEMENTARY CRITERIA	20
6. TOTAL (sum of lines 4 and 5)	139

SUMMARY COMMENTS (Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)

☐ HIGHLY RECOMMEND ☒ RECOMMEND ☐ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

Proposal is well thought out and well written. Material produced can be readily disseminated. Clever strategy to influence school curricula. Staff has good qualifications and the work plan should help ensure a successful product. More specificity as to the content of the manual and modules would have produced a "highly recommend."

DATE	TYPE OR PRINT NAME OF READER	SIGNATURE OF READER

OE FORM 491-2, 3/76

DIRECTIONS TO READERS: To maintain consistency in scoring, please award points under each evaluation criterion by using the full scale of possible points. For example, a low score for a criterion valued at 10 points, would be 1, 2, or 3 points, not 5. Do not use fractions of points.

GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	16
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	5
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	18
TOTAL MAXIMUM POINTS	50	
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)		39

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Good justification for the need to train librarians. Format for instruments can be used by librarians without additional assistance.

Little material on cultural diversity.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	9
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	7
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	8
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	9
TOTAL MAXIMUM POINTS	45	
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)		33

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Strong combination of backgrounds in co-directors.

Little information re AZS's commitment to educational equity.

Experience of Department of Educational Technology seems very valuable.

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GENERAL EVALUATION CRITERIA (continued)	APPLICATION NUMBER 0847	
3. PLAN OF OPERATION	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	13
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	13
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	13
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	8
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - *(4) (record this score on Page 1 of this form)*	▨	47

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Developing and using instrument would attain objectives of proposal. Have both pilot and field test (not give members of participants). Evaluating competencies, attitudes. Schedule: #4 has end date of December 1977 - probably mean December 1976. Get one consultant's services free, although have high indirect charges rate - 63%.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS	
	MAXIMUM	AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	20

*(record this score on **Page 1**, Line 5, Supplementary Criteria)*

COMMENTS

Clever strategy to influence school curricula.

U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM – 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
0847

CATEGORY (check one)
☐ PRIORITY A ☐ GENERAL GRANT/OTHER
☐ PRIORITY B ☒ SMALL GRANT
☐ PRIORITY

NAME OF APPLICANT
Nilsen/Tyler: Arizona State University

ADDRESS
Dept. of Educ. Technology & Library Service

CITY AND STATE
Tempe, Arizona

ZIP CODE
85281

APPLICATION TITLE

	SCORES
1. NEED AND IMPACT	40
2. APPLICANT QUALIFICATIONS	35
3. PLAN OF OPERATION	50
4. *SUBTOTAL (sum of lines 1-3)*	125
5. SUPPLEMENTARY CRITERIA	20
6. **TOTAL** *(sum of lines 4 and 5)*	145

SUMMARY COMMENTS *(Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)*

☒ HIGHLY RECOMMEND ☐ RECOMMEND ☐ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

Very strong proposal
- well thought out
- well written
- certainly the modules will be of great value nationwide
- good field testing component

Weaknesses or questions
- Is the project too ambitious for one year with a person only working on it 1/4 of her time?
- Is 15 hours of instruction time enough/those 15 hours would have to be exceptional

DATE	TYPE OR PRINT NAME OF READER	SIGNATURE OF READER

OE FORM 491-2, 3/76

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GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	20
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	0
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	20
TOTAL MAXIMUM POINTS	50	
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)		40

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDE
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	5
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	10
TOTAL MAXIMUM POINTS	45	
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)		35

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

GENERAL EVALUATION CRITERIA *(continued)*	APPLICATION NUMBER	
3. PLAN OF OPERATION	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	10
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	15
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	15
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	10
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - *(4) (record this score on Page 1 of this form)*	▨	50

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

(1) I must take issue with the statement that librarians can insure that teachers and students will use materials selected. What assurances has the librarian short of removing all other materials from the library.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS	
	MAXIMUM	AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	20

(record this score on Page 1, Line 5, Supplementary Criteria)

COMMENTS

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U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM - 13.565
APPLICATION REVIEW — FISCAL YEAR 1976

APPLICATION NUMBER
0847

CATEGORY (check one)
☐ PRIORITY A ☐ GENERAL GRANT/OTHER
☐ PRIORITY B ☒ SMALL GRANT
☐ PRIORITY

NAME OF APPLICANT
Arizona State University

ADDRESS
Tempe

CITY AND STATE
Arizona

ZIP CODE
85281

APPLICATION TITLE
Promoting Educational Equity Through School Libraries

	SCORES
1. NEED AND IMPACT	39
2. APPLICANT QUALIFICATIONS	32
3. PLAN OF OPERATION	48
4. *SUBTOTAL (sum of lines 1-3)*	119
5. SUPPLEMENTARY CRITERIA	25
6. TOTAL *(sum of lines 4 and 5)*	144

SUMMARY COMMENTS *(Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)*

☐ HIGHLY RECOMMEND ☐ RECOMMEND ☒ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

Project responds well to WEEA needs. My major criticism lies in staffing's inadequacy--no minority women involvement, and Arizona has rich resources of Indian, Mexican American and Black women.

Needs more specificity - as activities planned.

DATE

TYPE OR PRINT NAME OF READER

SIGNATURE OF READER

OE FORM 491-2, 3/76

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GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	17
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	5
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	17
TOTAL MAXIMUM POINTS	50	
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)		39

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Strengths lie in clarity of project concept, and extent to which its results can be replicated. There is only scant attention paid to approaches providing educational equity for women of various racial/socioeconomic groups, however.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	2
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	10
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	10
TOTAL MAXIMUM POINTS	45	
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)		32

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

P. 1): Qualifications in relation to project and WEEA are strong;

Applicant: Previous experience in WEEA not addressed;

Minority representation in staffing is not addressed.

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GENERAL EVALUATION CRITERIA *(continued)*

APPLICATION NUMBER

3. PLAN OF OPERATION	POINTS MAXIMUM	POINTS AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	10
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	13
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	15
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	10
TOTAL MAXIMUM POINTS	55	
TOTAL OF LINES (1) - *(4) (record this score on Page 1 of this form)*		48

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Objectives are clear, but need more specificity on activities being implemented in relation thereto. Evaluation guide good. Management design is reasonable.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS MAXIMUM	POINTS AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	25

(record this score on **Page 1**, *Line 5, Supplementary Criteria)*

COMMENTS

Project shows promise of responding well to meeting a critical need of the Act.

PART II

TITLE OF PROPOSAL: Women's Centers and Educational Equity: Developing and Utilizing Resources at a Regional Level

SUBMITTED TO: Women's Educational Equity Act Program
U.S. Office of Education

WRITTEN BY: Kathryn Girard and Joan Sweeney
Everywoman's Center
University of Massachusetts at Amherst

COMMENT: This is an example of a proposal which demonstrates fitness for accomplishing the project by giving detailed information about qualifications of the staff. The Need Statement makes use of supportive information from governmental and other sources. A possible weakness of the proposal is that it asks for funding for two years; usually granting agencies prefer to fund for each year separately.

WOMEN'S CENTERS AND EDUCATIONAL EQUITY:
DEVELOPING AND UTILIZING RESOURCES AT A REGIONAL LEVEL

A Proposal Submitted Under the Women's Educational Equity Act

Grant Category: General/Other

Submitted by:

Kathryn Girard and
Joan Sweeney

Everywoman's Center
University of Massachusetts/Amherst

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Vitas of Project Director and Director of Training
Reviewers Comments
Response to Request for Revisions

565AH61283

OMB APPROVAL NO. [illegible]

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER: N/A

2. APPLICANT'S APPLICATION NUMBER: 0399

3. FEDERAL GRANTOR AGENCY
U.S. Office of Education
(Woman's Educational Equity)
ORGANIZATIONAL UNIT: Application Control Center
ADMINISTRATIVE OFFICE: 400 Maryland Avenue, SW
STREET ADDRESS - P.O. BOX
CITY: Washington STATE: D.C. ZIP CODE: 20202

4. APPLICANT NAME: EVERYWOMAN'S CENTER
DEPARTMENT DIVISION: 506 Goodell
University of Massachusetts
STREET ADDRESS - P.O. BOX
CITY: Amherst, COUNTY: Hampshire
STATE: Massachusetts ZIP CODE: 01002

5. DESCRIPTIVE NAME OF THE PROJECT
WOMEN'S CENTERS AND EDUCATIONAL EQUITY: DEVELOPING AND UTILIZING RESOURCES ON A REGIONAL LEVEL - General Grant/Other

6. FEDERAL CATALOG NUMBER: 13.565

7. FEDERAL FUNDING REQUESTED: $ 161,098.20

8. GRANTEE TYPE
___ STATE, ___ COUNTY, ___ CITY, X OTHER (Specify) Department within a State University

9. TYPE OF APPLICATION OR REQUEST
X NEW GRANT, ___ CONTINUATION, ___ SUPPLEMENT, ___ OTHER CHANGES (Specify)

10. TYPE OF ASSISTANCE
X GRANT, ___ LOAN, ___ OTHER (Specify)

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
Staffs at between 76-152 woman's centers at U.S. institutions of higher education

12. CONGRESSIONAL DISTRICT
First (1st)
a. Massachusetts Congressional District
b. Federal Region I - First Year
Nationwide - Second Year

13. LENGTH OF PROJECT: 2 years

14. BEGINNING DATE: August 1976

15. DATE OF APPLICATION: 25 May 1976

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

Kathryn L. Girard Academic Coordinator/Everywoman's Center
Joan L. Sweeney Program Coordinator/Everywoman's Center

TYPED NAME: H. Todd Eachus
TITLE: Director, office of Grants
SIGNATURE OF AUTHORIZED REPRESENTATIVE

TELEPHONE NUMBER		
AREA CODE	NUMBER	EXTENSION
413	545-0668 ~~[illegible]~~ 50883	

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HEW 6087

OMB APPROVAL NO. 29-R[illegible]

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.

Does this assistance request require State, local, regional, or other priority rating?

Name of Governing Body ______

Priority Rating ______

☐ Yes ☒ No

ITEM 2.

Does this assistance request require State, or local advisory, educational or health clearances?

Name of Agency or Board ______

☐ Yes ☒ No (Attach Documentation)

ITEM 3.

Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

(Attach Comments)

☐ Yes ☒ No

ITEM 4

Does this assistance request require State, local, regional, or other planning approval?

Name of Approving Agency ______

Date ______

☐ Yes ☒ No

ITEM 5

Is the proposed project covered by an approved comprehensive plan?

Check one:
- ☐ State
- ☐ Local
- ☐ Regional

☐ Yes ☒ No Location of Plan ______

ITEM 6

Will the assistance requested serve a Federal installation?

Name of Federal Installation ______

Federal Population benefiting from Project ______

☐ Yes ☒ No

ITEM 7

Will the assistance requested be on Federal land or installation?

Name of Federal Installation ______

Location of Federal Land ______

Percent of Project ______

☐ Yes ☒ No

ITEM 8

Will the assistance requested have an impact or effect on the environment?

See instructions for additional information to be provided.

☐ Yes ☒ No

ITEM 9

Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

Number of:
- Individuals ______
- Families ______
- Businesses ______
- Farms ______

☐ Yes ☒ No

ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

See instructions for additional information to be provided.

☐ Yes ☒ No

HEW-608T

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OMB APPROVAL NO. 73-R0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. Women's Educational Equity	13.565	$	$	$ 58,115.50	$	$ 58,115.50
2.						
3.						
4.						
5. TOTALS		$	$	$58,115.50	$	$58,115.50

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1) Women's Educ. Equity	(2)	(3)	(4)	
a. PERSONNEL	$ 45,000.00	$	$	$	$ 45,000.00
b. FRINGE BENEFITS	1,340.65				1,340.65
c. TRAVEL	800.00				800.00
d. EQUIPMENT	870.00				870.00
e. SUPPLIES	300.00				300.00
f. CONTRACTUAL	—				—
g. CONSTRUCTION	—				—
h. OTHER	5,500.00				5,500.00
i. TOTAL DIRECT CHARGES	$ 53,810.65				$53,810.65
j. INDIRECT CHARGES	4,304.85				4,304.85
k. TOTALS	$ 58 ,115.50	$	$	$	$ 58,115.20
7. PROGRAM INCOME	$ NA	$	$	$	$ NA

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OMB APPROVAL NO. 29-R0218

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. NA	$	$	$	$
9.				
10.				
11.				
12. TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$58,115.70	$ 15,331.37	$ 13,961.30	$ 14,761.37	$ 14,061.38
14. NON-FEDERAL					
15. TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST 2nd	(c) SECOND	(d) THIRD	(e) FOURTH
16. Women's Educational Equity	$ 102,982.70	$ NA	$ NA	$ NA
17.				
18.				
19.				
20. TOTALS	$ 102,982.70	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

21. DIRECT CHARGES:

22. INDIRECT CHARGES: (additional budget information provided at end of program narrative section)

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

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SUMMARY/ABSTRACT

As agencies which cross departmental lines, women's centers on college and university campuses are in a unique position. They are able to directly provide or to advocate for institutional action on issues of educational equity of concern to undergraduates, graduate students, faculty, staff and administrators and which may involve any aspect of the college/university experience. However, two problems currently inhibit many centers' effectiveness: First, many centers' staff lack skills in program planning and development; second, of these centers, an overwhelming number have budgets of under $10,000 and many have specifically cited difficulty in securing administration support for their programs.

Everywoman's Center, an established, well-funded and nationally recognized multi-purpose resource center for men and women at the University of Massachusetts/Amherst, proposes to meet this problem by: 1)developing and implementing a training program in obtaining funding and developing programs for the staffs of selected centers in Federal Region I; 2) creating and disseminating printed materials on the content and skills of this training; 3) training the staffs of other established centers in each of the 10 Federal Regions in the use of the training model so that they become regional resources for other centers. Projected duration of the grant is two years at a cost of $161,098.20.

Since a major problem identified by women's centers is the securing of administrative support for those programs which promote educational equity within the institutions, many components of the training will be developed and implemented jointly by Everywoman's Center, grant and University of Massachusetts administrative staff. The training will be designed to increase the effectiveness of women's center staffs at their home institutions by allowing them to try out new behaviors and approaches with University of

Massachusetts administrators within the context and safety of simulations.

4. By the end of the second year of the project, staff from between 76 and 152 institutions of higher education will have been directly involved in the training and the capacity for ongoing training within each of the Federal Regions will have been developed.

EXPERIENCE, QUALIFICATIONS AND RESOURCES

APPLICANT EXPERIENCE

Established in 1972, Everywoman's Center at the University of Massachusetts/Amherst has grown from having a paid staff of one and a half to a paid staff of thirty one (fifteen of whom are salaried, while the rest are paid through student hourly or work study funds). In a time of severe cutbacks at the University, budget support for the Center and its programs has continued to increase.

Within the state, Everywoman's Center (EWC) has had high visibility and recognition as an active promoter of women's educational rights. In 1974 the Center received the Massachusetts Governor's Commission on the Status of Women's award in the category of Education. The award presentation cited Everywoman's Center's contribution to the quality of life for women in the area of education.

A national study of women's centers within colleges and universities concluded that EWC was one of four centers nationwide that could "serve as a model both in terms of its programming and in having a stable, complex, non-traditional organizational structure." The study termed EWC one of "the great successes."[1]

Most recently, the Center was selected as one of eight model special programs for women in higher education and was asked to participate in a nationwide study evaluating the effectiveness of various programs in meeting the life and educational needs of women utilizing their services. Funded by the Fund for the Improvement of Post Secondary Education, this study is being conducted by Formative Evaluation Research Associates of Michigan.

The Center provides a wide range of direct service and advocacy programs. Among these are: the Poor Woman's Task Force which is a group of poor and

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1. Bertelsen, Judy, "Two Studies of Women in Higher Education," Mills College, May, 1974.

welfare women, most of whom are single parents, who have negotiated their own and other poor women's admission into the University; a Resource and Referral Program which responds to over 7,000 requests for legal, medical, educational, housing and child care information each year; the Feminist Arts Program which publishes for national distribution a multi-arts magazine, Chomo-Uri, and which has received national recognition for bringing about a National Women's Poetry Festival with Gwendolyn Brooks, Lucille Clifton, Erica Jong, Audre Lorde, Robin Morgan, Marge Piercy, Adrienne Rich and seven other well known poets; Project Self, a series of workshops which serve the dual purpose of supplementing the existing University curriculum by offering credit workshops in content areas ignored by the University and of providing, especially for women, a vehicle for learning previously denied skills or for gradually entering/re-entering higher education. Personal counseling, group counseling, a newsletter, career counseling, specially developed career counseling materials, a library and drop-in center are also part of the activities of EWC.

The advocacy efforts of various components of the Center have promoted and achieved: A change in policy regarding part-time student admissions, so that now it is an option for people wishing to enter/re-enter the University to do so on a part-time basis; the creation of a Women's Studies Program; the development of a Rape Task Force involving University police, health services staff, counseling staff and EWC staff; the creation of a position in the Financial Aid Office which has as its special concern providing for the financial aid needs of poor women and men; and the development and sponsoring of special sections of required rhetoric courses for older women returning to or entering higher education.

Just as the direct service and advocacy efforts of the Center reflect an understanding of various approaches to and issues of educational equity for different age, racial and socioeconomic groups, the Center's staff conducting these programs reflects a similar diversity.

Through the development of both advocacy and direct service programs, EWC has demonstrated its capacity to recognize and respond to the varied needs of women in the University and community. Widespread recognition of this work has resulted in requests from over 300 institutions of higher education in the last two years for information on what we do and how we do it.

EXPERIENCE OF PROPOSED GRANT STAFF

The Project Director (Joan L. Sweeney) and the Director of Training (Kathryn L. Girard) for the Project are co-authors of the grant. As staff members of Everywoman's Center, both have had experience with a variety of issues related to educational equity.

Joan Sweeney has had experience in designing and developing the management component and implementing the management program of a federally funded OEO corporation. She has also worked organizing groups of community women and training women interested in self-management and administration of housing and social services. She has served as a consultant to community groups in designing management programs. Her most recent work at Everywoman's Center has focussed on program budget administration and University liaison and the development of the referral system. A complete vita is presented in the Appendix.

Kathryn Girard has her doctorate in curriculum and is skilled in the processes of curriculum development, including curriculum evaluation. She has been involved in developing in-service training materials and in implementing in-service training programs. She has also been active for the last six years in conducting research and organizing advocacy groups around issues of women's education. Through her work as the evaluator and then as the Academic Coordinator for Everywoman's Center she has developed a great deal of knowledge as to the skills needed to develop effective programs within women's centers. Her full vita is included in the Appendix.

The Evaluator, Administrative Assistant and consultants will be identified and hired after the awarding of the grant. Job qualifications will include commitment to and experience with issues related to educational equity, as well as training and experience appropriate to the positions' responsibilities.

RESOURCES

With regard to resources, the grant staff will have access to the meeting/training space and audio-visual equipment needed for training. The University of Massachusetts/Amherst has agreed to provide office space and office furniture adequate to house four full time staff members. The grant's connection to Everywoman's Center will provide its staff with ongoing access to the informational resources of the Center and the extensive networks of which it is a part, thereby saving the grant staff the time and expense which would otherwise be involved in obtaining needed information and establishing contacts.

The following administrators and faculty will be additional resources. They have each made a commitment to work in developing and implementing the training program:

Emma Cappelluzzo--Professor in the School of Education

Sally Freeman--Director, Student Development Center

Juan Garcia--Budget Developer, Office of Budgeting and Institutional Studies

Pauline Lukens--Budget Analyst and Assistant to the Director, Office of Budgeting and Institutional Studies

Catherine Portugese--Coordinator, Women's Studies Program

Frederick Preston--Assistant to the Vice Chancellor for Student Affairs and Assistant Professor in the School of Education

Robert Woodbury--Associate Provost for Special Programs and Professor in the School of Education

NEED AND IMPACT

NEED AND TARGET POPULATION

Executive Order 11246, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, Title IX of the Education Amendments of 1972, Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act and the Women's Educational Equity Act all speak to the existence and manifestation of sex discrimination in educational institutions. A local response to the problems of sex stereotyping and discrimination recognized by the pieces of legislation and Federal Executive Orders has been the creation of women's centers[1] within colleges and universities.

A 1974 Ford Foundation funded study by Judy Bertelsen of Mills College provides information on 40% of all the identified women's centers (215).[2] The study cites two characteristics of these centers which directly affect educational equity in higher education. First, they provide direct services to supplant existing biased services or to meet needs where services are nonexistent. Bertelsen's report reveals some uniformity in services identified as necessary and actually offered by centers despite differences in resources available. She found that 87% maintain a library of women's literature, 80% provide speakers on women's issues, 71% organize consciousness-raising groups, 59% offer personal counseling, 49% provide referrals to feminist counselors and therapists, 50% offer non-credit workshops, 43% offer credit courses or plan women's studies courses, and 17% provide child care.[3]

Second, women's centers were found to reach a population more diverse than that served by traditional college/university services. The study

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1. Women's Centers is a term used to identify the focus of the work and does not indicate exclusion of men from activities.
2. Bertelsen, Judy, "Two Studies of Women in Higher Education," Mills College, Oakland, California, May 1974.
3. Bertelsen, pp.35-38

stated that "college women's centers tend to appeal to a wider range of women than traditional-age students. More than many campus services, women's centers often attempt to bridge the gaps that separate women -- gaps such as traditional student-faculty, faculty-staff, young-old splits as well as life style, class and racial or ethnic splits."[4] Based on her on-site investigations and interviews, Bertelsen concludes that Everywoman's Center is one of those centers that is successful in accomplishing this "bridging."

We have found that our ability to bring together and to respond to the needs of diverse groups is central to the bringing about of institutional changes as well as to the providing of effective, direct services. As a multi-faceted center, we are the only department on campus (outside of the Chancellor's Office or central administrative offices) concerned with all aspects of the University experience -- admissions, financial aid, personnel, housing, course content, promotion and tenure policies and practices, health services, academic programming, etc. Everywoman's Center thus maintains an overview of the University and takes responsibility for advocacy and program creation wherever significant issues pertaining to equity arise. We are able to act as a central place where needs identified by diverse populations can be expressed, where solutions can be explored and where resources from within many departments can be drawn upon. Problems do not get fragmented because of limited departmental responsibilities or resources. Instead, issues can be responded to with an awareness of the complexity of the whole. This cross-departmental position is the potential and sometimes actual vantage point of all college/university women's centers.

While women's centers appeal to and have chosen to address the needs of a wide range of women and thus are in a potentially strong position to make

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4. Bertelsen, p. 40.

a valuable contribution in the struggle for educational equity, two ongoing problems seem to inhibit their more effective functioning and, hence, to minimize their contribution: 1) the lack of information on the resources, experiences and accomplishments of successful centers; 2) insufficient funding to conduct programs which would foster equity at their respective institutions.

Concern over the lack of dissemination of information has been expressed by the Project on the Status and Education of Women. Their September 1975 report, "Women's Centers: Where Are They?", acknowledges the increase of centers (from 215 in their June 1974 report to 600 in the September 1975 listing), but also recognizes that "too often, however, they operate in isolation without the benefit of close communication with other similar groups," (p.1). The Clearinghouse International of the Woman's Forum in Chicago also notes this problem. In addressing the issue of information sharing, they indicate that a major problem for those active in women's issues is duplication of programs without the benefit of knowing what others have done, been successful at or what others have learned from varying approaches to similar problems.

The experience of the staff of EWC confirms the views and concerns of these two nationally focussed organizations. During the last two years, one hundred and nine (109) college or university based women's centers have written to us requesting information on EWC as a model of a multi-service center. They asked questions about our organizational structure, funding, accomplishments and failures. They also raised questions on negotiating with administrators and a range of other issues encountered in their efforts to establish a center at their institutions. Two typical examples of these requests are excerpted below:

> "It is our understanding that there is a fine women's center already established at your University. It would be of great assistance if you would reveal to us any information which would assist us in setting up a comprehensive and attractive center. We are particularly interested in any advice you may have regarding pitfalls and or successes experienced during the establishment of your facility. Please include any available information about services offered, e.g. switchboard, counselors, library, etc., initial costs, last year's operating costs, method of funding initial operation, response to center --estimate number of women using the center, reaction of the University and local communities to the center..."
> (from a large state university in New York)

> "I am writing specifically concerning the women's center. They have been operating for one year now and could still use a lot of advice on how to organize. The group is composed of a small but dedicated number of women, with little organizational experience. Most of them are very young, having just graduated from high school. I was wondering if you could send over a Project Self brochure and any other materials which could give us some idea of the range of programs we could get into. Even more badly needed is any advice on how to deal with administrators, etc., and on how to organize. I am aware of some of the programs of EWC but was not around when the Center was founded and therefore know very little myself on how to get on firm footing..."
> (from a community college in Massachusetts)

Confirmation of issues regarding organizational structure as an important concern for women can be found in the work of Rosabeth Moss Kanter.[5] She notes that sex can be seen as an important variable affecting the lives of groups, given the significant differences in the positions and power of women and men in society and organizations. This underlinesthe importance of the need for assistance in negotiating/dealing with administrators. Particularly since the Bertelsen study notes that women's centers as organizations struggle to exist and succeed within the United States higher education milieau which her study characterized as "dominated by men."[6]

In addition to informational needs and requests for assistance, women's centers from one hundred and ninety one (191) colleges have written requesting

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5. Kanter, R.M., "Women and the Structure of Organizations" in Another Voice: Feminist Perspectives in Social Life and Social Science, ed. by M. Hillman and R.M.Kanter, Anchor Books, New York, 1975.
6. Bertelsen, p. 28.

information on specific programs or special projects of EWC. Again, the requests are for information on how programs were planned, supported and administered. These direct requests for help are a clear expression of the need for information and the need to benefit from the knowledge and skills of other experienced and successful centers.

The second factor inhibiting these centers' more effective contribution to educational equity has been the difficulty experienced in getting and maintaining funding from their institutions. The Bertelsen study found that of the women's centers responding, only 11% had stable line item budgets totaling more than $10,000. Forty-seven percent (47%) of the centers were dependent on "temporary college budget allotments, student government grants, women's center projects or small donations and fees" totaling less than $10,000.

Based on the needs as identified by the work of the Project on the Status and Education of Women, the Clearinghouse International of the Women's Forum, the Bertelsen study and the work of R.M. Kanter, and as evidenced by the demands on EWC for information and assistance, it is apparent that if women's centers within institutions of higher education are to play an active and vital role in promoting educational equity through the provision of direct services and through advocacy for institutional change, then specific actions need to be taken to assure that those involved in such endeavors benefit from the experiences and skills of others.

OBJECTIVES AND METHODS

In response to these needs we propose in the first year of the project to achieve the following program objectives: 1) To create and validate a training program that utilizes the combined expertise of women's center staff and University administrators and faculty; 2) To create and validate a training model that other centers could utilize in providing help to centers in their regions; 3) To train women's center staffs in program development and securing budget support; 4) To develop printed materials for national dissemination based on the training content and competency areas.

In response to these needs we propose, in the second year, to accomplish the following program objectives: 1) To train selected women's center staffs in each of the Federal Regions in the implementation of the training model; 2) To have training for women's center staffs available in each of the Federal Regions; 3) To provide printed materials in the training curriculum; 4) To nationally disseminate information on the project and training model outcomes.

Outcomes for Participants in the First Year:

I Participants will have obtained the information/skills required to develop programs they have identified as needed to foster eduational equity at their respective institutions. (NB. Specific behavioral objectives leading to the intended outcomes and reflecting the competency and content areas of the general objectives below will be developed. Grant staff will then identify the cluster of behavioral objectives most appropriate for each group.)

General Objectives

1. To determine sources of support and sources of resistance to

the establishment of desired women's center programs which would promote educational equity.

2) To develop strategies to increase the support for and minimize the resistance to programs which would foster educational equity.

3) To develop/increase program development skills.

4) To explore leadership styles and issues as to the effectiveness of styles in various settings.

5) To explore issues and problems related to oeganizational development and program administration.

II. Participants will have obtained the information/skills necessary to increase their effectiveness in securing and maintaining institutional fiscal support.

General Objectives

1) To develop/increase skills in effectively communicating with college/University administrators with decision-making authority.

2) To increase frequency of collaboration among faculty, administrators, students and women's center staff in working on problems of educational equity.

3) To increase the effectiveness of women's center staff in developing budget requests and negotiating the college/university budget process.

General Method for the First Year:

Participants from the staffs of the 40 college and university based women's centers within the initial target area (i.e., Federal Region I) who identify themselves/their organization as needing additional skills in program development and planning and in securing University support and funding will form a sub-population from which a minimum of six centers reflecting a geographic representation will be selected to participate in a five-day training program at EWC at the University of Massachusetts/Amherst. A minimum of six persons affiliated with the six to twelve centers will receive training. Since many centers have extremely limited funding, it is understood that staff may not mean paid personnel but may be defined by the centers to include persons who volunteer or in some other way contribute time on a regular basis.

Actual training will include:

1) staff at selected sites will prepare for participation in the training program by producing some brief written materials on their institution, their center and their experiences in programming and budgeting. In order to ensure that the training they receive will be reflective of and address the particular needs of each group of participants, they will also be asked to identify from the objectives, those skills and content areas they perceive to be critical to their effectiveness and development.
2) Clusters of objectives will be identified by the grant staff and the appropriate training modules selected.
3) Training modules appropriate to the objectives will be developed by the grant staff in conjunction with EWC staff and other University of Massachusetts personnel. For example, the Associate Provost for Special Programs will be involved in selecting issues and content for inclusion in a seminar on effective program and budget presentation. Additionally, a unique resource for the trainees will be the availability of University administrators with whom they may practice new behaviors and approaches within the context of simulations. Given the willingness of administrators and faculty from a variety of divisions to participate in designing and implementing the training modules, a final simulation should be possible for each cluster of objectives.

4) A combination of workshops, role plays, simulations and seminars will be employed in the training to assure a balance among the general, the abstract, the concrete and the practical.

5) Printed resources covering the content areas of the training modules will be developed, utilized and refined throughout the training.

A sample of the type of training module that might be established for a given set of objectives aimed at participants increasing their effectiveness in securing university support follows:

Representatives of the staff of a visiting center would participate in:

1) Information sharing session with Grant and EWC staff.
    a) EWC staff would present case history of actual program development process, emphasizing at what points which segments of the University were involved, how the program was presented to different groups, and how the budget was presented.
    b) Both groups analyze what worked or didn't work and why.
    c) Visiting center staff would present case history from their experience.
    d) Both groups would analyze what worked or didn't and why.

2) Seminar conducted by University administrators with decision-making authority and by staff of the Office of Budgeting and Institutional Studies on different ways of presenting budget requests, criteria for selecting a method, issues of timing of presentation, etc.

3) Workshop on communication skills focussing on problems which may impede effective communication, i.e. unequal positions of power, authority, fear, differing vallues, etc. Participants will identify those communication skills and/or styles which they would like to work on and improve.

4) Seminar with University administrator on what s/he looks for in program presentations and budget requests.

5) Practical application of the material from above by having staff of visiting center develop program ideas and budget.

6) Role play with Grant staff and EWC staff acting as administrators. Visiting center staff role plays different ways of presenting proposal to administrators.

7) Simulation: Visiting center staff group makes appointment with UMass administrator to present program and budget proposal, goes to administrator's office and makes presentation. Grant staff and non-presenting members from the center will be present as observers. The UMass administrator and the observers will give feedback to the staff people based on those communication skills identified as concerns in the communication workshop, on the utilization of information in the seminars and on the overall effectiveness of presentation.

Outcomes for Participants in the Second Year:

Participants will be able to utilize the training module developed and validated during the first year to provide assistance to other centers in their Federal region.

General Method for the Second Year:

Participants will be chosen from the staffs of selected centers at institutions of higher education within each of the ten Federal regions. Participants will be sought who are committed to the dissemination of the curriculum materials and to the training of staffs of other women's centers within their respective Federal region, and who also meet the sample selection consideration listed in the validation section.

Actual training will be provided by the Training Director and the Project Director, who will conduct on-site training at the selected centers in each of the ten regions. Printed materials developed during the first year will be utilized during the training and left with the center staff for dissemination in that region. One half-time coordinator position will be provided for at each of the selected regional centers, to establish an ongoing resource for training and information dissemination in that Federal region.

OUTCOMES -- CAPACITY BUILDING/NATIONAL IMPACT

Attainment of educational equity for women at institutions of higher education throughout the nation will to a large extent hinge on institutional responsiveness to the needs of women at each college and university. As agencies which are capable of crossing departmental lines and interests, women's centers are in the unique position of being able to provide directly or to advocate for institutional action on issues of educational equity. Having the potential for raising and addressing concerns of undergraduates, graduate students, faculty, staff and administrators in a manner which corresponds to the comprehensiveness of the Federal Executive Orders and legislation enacted to date, makes the realization of their capability to respond critical.

In the Needs section of this proposal, we have identified and documented two problems which inhibit many centers' functioning to their full capacity in working on issues of educational equity: First, the lack of skills in program planning and development; Second, annual budgets of under $10,000 and specific difficulty in securing administration support for programs.

Through the development, implementation and national dissemination of a training model and curriculum materials which directly address these problems, the project will be extending the capacity of centers in each of the ten Federal regions and thereby enabling them to take advantage of their unique position within their institution and work to promote educational equity.

In the first year, the grant staff will provide direct training for staffs of six to twelve centers (geographically distributed through Federal

Region I) to increase their skills in developing programs and in securing and maintaining fiscal support. Concurrent with the development and implementation of the training model, the grant staff will be refining and validating the model and preparing the curriculum materials for national dissemination.

In the second year, staff at a selected center in each of the ten Federal regions will be trained in using the model. By the end of the second year, it is expected that 6-12 additional centers, geographically distributed in each Federal region, will have received direct training. Therefore, between 76 and 152 institutions of higher education throughout the country will have been directly affected by the end of the grant period.

A second type of national impact will result from the Project Director, the Training Director and administrators from the University of Massachusetts/ Amherst participating and making presentations on women's centers and women's educational equity at national conferences concerned with issues related to women's educational equity. It is also expected that the persons cited above will publish at least one article in a nationally distributed professional journal for higher education personnel,describing the project, the needs on which it is based and the training model and curriculum materials developed in response to those needs.

In addition to the dissemination of curriculum materials to each of the 76-152 centers directly trained during the course of the grant, the general availability of the training curriculum materials will provide ongoing potential for further national impact of the project.

COSTS TO USERS

During the first year of the project, the likely users will be the staffs of a minimum of six women's centers at institutions of higher education within Federal Region I. The anticipated cost to them for participation in the training will be the travel expenses from their respective institution to the University of Massachusetts/Amherst.

During the second year, administrators and faculty at the host institutions in each of the Federal regions will constitute the users for whom there will be costs. Expenses to them may be calculated in terms of time spent participating in the training and their subsequent contribution of time to the training of a minimum of six other women's center staffs within their Federal region. The estimate for University of Massachusetts/Amherst faculty and administrators participating during the first year is 2% of their time and it is anticipated that it would be a comparable figure for their counterparts at other institutions.

The expense for the staff of the six or more centers to be trained in each of the Federal regions will be travel costs to the selected institution. In an effort to keep such costs for centers minimal, geographic location within their Federal region willbe utilized as a selection consideration in determining the regional resource center.

Persons or institutions other than those trained expressing interest in the training curriculum materials produced as a result of the Project will be able to obtain them by providing postage costs.

VALIDATION TECHNIQUES

The major assumption of this study is that women's centers occupy a unique position on college and university campuses in terms of their potential to initiate or advocate for responsiveness to a broad range of issues of educational equity, and to reach an audience more diverse than that typically reached by their home institution. They are not restricted by departmental or single group (i.e. faculty, undergraduate, staff) interests. This assumption comes from our experience at Everywoman's Center and is strongly supported by findings of the previously cited Bertelson study.

Inadequate budgets, lack of skills in developing programs and lack of information on successful programs prevent most centers from realizing their potential as forces for comprehensive change. The need for information, skills and increased funding has been attested to directly by women's center staffs and has beenindicated directly and indirectly by other groups reporting on needs and programs concerning women's issues and education.

It is on the accuracy and generalizability of these needs that this project's validity must be established. If the need can be consistently demonstrated, the developmental procedures logically and internally consistent, the product evaluation results positive and the sample equivalent to the larger population of women's center staffs then the validity of the training for women's centers generally would be established.

The design for demonstrating the validity of the project and determining audiences for dissemination will include three components: First, a national needs survey to confirm the needs; Second, procedures for development and evaluation of the training which reflect concern with internal consistency; and Third, sampling procedures and descriptions of populations which will allow for a comparison of the first year sample with the general population of women's centers.

A. NEEDS SURVEY

The need established through self-initiated requests for help suggests the national dimensions of the problem. For example, in 1974-75 Everywoman's Center received fifty-four (54) requests from campus centers distributed as indicated below throughout the ten federal regions.

Region I	14	Region VI	1
Region II	7	Region VII	5
Region III	5	Region VIII	4
Region IV	3	Region IX	5
Region V	4	Region X	5

Additionally, information to support the generalizability of the need will be collected through a national needs survey. The purpose of the survey will be to identify from an even larger national sample what needs women's center staffs have that relate to their ability to develop programs and obtain college/university funding.

Procedures for developing the survey:

1. Review/clarify/state purposes
    a. decide on inclusion of demographic data on center for purposes of comparing first year sample with national population
2. Develop question areas
    a. content analysis of letters received by EWC from other centers
    b. use of Bertelsen study
    c. use of other experts: e.g. Peg Talburt, Director of FIPSE study on programs for women in higher education, Project on the Status and Education of Women, report from the University of Pennsylvania's Women's Studies Conference, Fall, 1974 etc.
3. Identify criteria for selection of questions
    a. selection of items based on:
        1. purposes of survey
        2. coverage of areas identified
        3. practical considerations of length, simplicity and interest
        4. balance of concreteness and generalness
        5. can the question be answered
    b. determination of wording
        1. clarity
        2. unbiased language

4. Determine criteria for selecting response format
    a. responses useable - easy to analyze and interpret
    b. psychological appeal
    c. provide information called for in purposes
5. Decide on format
6. Develop pilot sample procedures
    a. identify potential pilot sample group
    b. develop questions for pilot sample to provide responses to survey - completeness, interest in, etc.
7. Establish procedures for validity and reliability of survey
8. Pilot
9. Analyze pilot sample data
10. Revise survey
11. Determine national sample for survey
    a. "Women's Center's:Where Are They?"
12. Develop follow-up procedures
13. Conduct survey
14. Analyze results
15. Interpret results in terms of validity of needs utilized in developing training

Figure 3-Schedule of Activities in the Program Management Design section indicates the schedule of these activities in the context of the other grant work.

B. DEVELOPMENTAL PROCESSES

If the needs on which the curriculum is based are shown to be accurate, then it becomes essential to establishment of the validity of the training that the derivation of objectives, learning opportunities and evaluation mechanisms be logically consistent throughout. The development process utilized involves steps which are sequenced and logically connected and is essentially a variation on the Tyler model of curriculum development:[1]

1. Data from potential client/learner group, society and experts in the field is gathered (i.e. needs assessed).

2. Generalization, inferences and objectives are deduced from the data

3. Possible objectives are screened through selected criteria. For example:

    a. achievable
    b. relevent to institution
    c. fosters educational equity
    d. reflects awareness of diversity/divergent needs
    e. can be implemented

4. Learning opportunities are generated based on content and behaviors stated in the objectives

5. Learning opportunities are selected based on specified criteria For example:

    a. allows practice of behavior sought
    b. economy of learning
    c. behaviors or skills are within the range of participant's ability
    d. active learning
    e. context is appropriate for participants' cultural background
    f. practical

6. Learning opportunities are sequenced based on selected criteria

    a. logic of content
    b. psychological sense

7. Evaluation strategies for assessing attainment of objectives are developed

    a. specification of behavior and content of objectives is basis

8. Evaluation strategies selected based on criteria

    a. consistency with objectives
    b. comprehensiveness
    c. objectivity
    d. validity
    e. unity of evaluative judgement

9. Curriculum implemented

10. Evaluation data reported

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[1] Tyler, Ralph. Basic Principles of Curriculum and Instruction University of Chicago Press, 1949

11. Problem areas identified regarding
    - a. objectives
    - b. learning opportunities
    - c. organization
    - d. evaluation
12. Process evaluation data reviewed in terms of
    - a. objectives
    - b. learning opportunities
    - c. organization
    - d. evaluation
13. Needs survey data is analyzed for implications for
    - a. objectives
    - b. learning opportunities
14. Areas for curriculum revision identified
15. Curriculum revised - steps 1-8 repeated as needed
16. Steps 9-15 repeated

In this case, the validity of the developmental activities is determined through the combined process and product evaluation findings.

C. SAMPLING PROCEDURES

Validity of the sample for training will be established through procedures which demonstrate the degree of equivalency of the first year sample group and the general population of women's center staffs. Because descriptive information is very limited, equivalency will be sought through 1) compiling a profile of each center trained during the first year, based on the characteristics elaborated below; 2) comparing these profiles to the findings of the Bertelson study and two other national survey's of women's centers. One study is being conducted by Wyatt and Ripstra at Texas A & I University at Corpus Christi. The other is being conducted by Johnston at the University of Wisconsin at Milwaukee. Information from both these surveys should be available by Fall or Winter 1976-77.

The September 1975 Project on the Status and Education of Women report

"Women's Centers: Where Are They?" lists over 600 women's centers, primarily on college campuses. As this is the most complete, available listing of women's centers on college campuses, we will use those centers listed as the pool from which to draw participants.

While acknowledging the need for controls to provide a basis for generalizing results to the population from which the sample is derived, the developmental nature of the project places importance on the relative equivalence of the two groups being compared, rather than on their complete agreement.

In identifying characteristics of the population which could be utilized in determining relative equivalence of the sample to the population involved, we note three categories of characteristics/variables that could be factors affecting the Centers and the outcomes of the proposed project.

INSTITUTION

- public/private
- size
- coed/single sex
- program budgeting system
- population served
- innovative/traditional in academic policies

CENTER

- years in existence
- types of programs
- level of funding
- sources of funding
- organizational structure
- frequency of collaboration with faculty and administrators
- client population

STAFF

- number of staff
- full time/part time
- paid/volunteer
- student/non-student
- work/educational background
- age
- race/ethnic background
- years on staff

Assuming that such data were currently accessible for use in selecting the sample, the problems created by the large number of variables would be enormous. Even if several of the variables could be held constant, the level of significance for each of the other intervening variables would be, at best, difficult to determine. As the relative equivalency design is more flexible and allows for the handling of a larger number of variables it seems the most realistic and will provide adequate assessment of the feasibility of or limit to dissemination.

As the focus of this project and the intent of the legislation under which it would be funded is to deal with issues regarding educational equity for women, and as a concern of women's centers in that regard is women's access to, survival within and success at United States institutions of higher education, we feel that there is potential for increasing the possible impact of the work of this project by combining self-selection on the basis of certain criteria and randomizing the selection of participants from that self-selected pool. Staffs of women's centers will be asked to select themselves into a pool of potential trainees if they are interested in being trained and if they meet the following criteria:

1. that the Center is currently providing or has an interest in providing programs/services which address the need of increased access to higher education for those previously denied such an opportunity (especially, older women, poor women,third world women, women whose education has been interrupted by family or other work responsibilities);
2. that the staff of the center reflect a diversity which does/would enable them to operationalize that interest.

To select the sample for participation in the first year, the grant staff will:

1. Contact the 40 women's centers in Federal Region I and ask them to self-select on the basis of criteria noted above
2. Group those respondents indicating interest by geographical area
3. Randomly select from each geographical area until a minimum of six or maximum of twelve centers have been chosen.

To select sites for participation during the second year, the grant staff will:

1. identify populations in all Federal Regions
2. Contact all in population and ask them to self-select on the basis of indicated criteria and interest
3. Carefully select one center from the self-selected pool for each of the Federal Regions keeping in mind the following considerations:
    a. geographical location within the Federal Region that will be easily reached by other women's centers in that Region

b. a history of a minimum of one year of existence as a woman's center

c. center staff defines themselves as having a working relationship with administrators and faculty at their institution

d. center staff can identify administrators and faculty who would be willing to participate in the training

e. commitment to dissemination of information

f. willingness to train other women's center staff

The center chosen in each Federal Region will be provided with training. The staffs of these centers will be responsible for selecting centers to train based on the criteria utilized during the first year of the grant.

D. CONCLUSION

The above procedures will enable us to show:

1. The degree to which the needs on which the training was based are consistently demonstrated;
2. Whether or not the training curriculum was consistent with the established need and developed according to principles of internal consistency and logic;
3. To what extent the population on which the training was tested reflected the range of characteristics of the general population of women's centers.

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PLAN OF OPERATION

PROCESS AND PRODUCT EVALUATION DESIGN

An evaluation model which focusses on information and assessment for decision-making seems most appropriate for this developmental project. In accordance with this, planning to date reflects the concepts of context, input, process and product evaluation (CIPP model) as put forth by Daniel Stufflebeam,[1] and we have been keeping a journal of planning decisions in line with context evaluation activities.

The evaluator, hired to work full time for the project, will be responsible for designing and implementing process and product evaluation strategies for both program and participant goals. Below are some examples of how we see the product and process evaluations of program and participant goals being developed and utilized.

Program Evaluation

Program goal: To train women's center staff in budget negotiating and program planning.

Process evaluation: The evaluator would be responsible for keeping a Project Journal in which records of project activities concerning the attainment of this and other program objectives would be maintained.

The evaluator would be responsible for meeting with the Project Director and Director of Training on a regular basis to determine upcoming decisions (or to add to prior list of decisions to be made). The evaluator would then be responsible for determining, in conjunction with other staff, what questions needed to be addressed in making these implementation decisions. The evaluator and staff would then determine what information was needed to answer the questions central to making the designated implementation decision.

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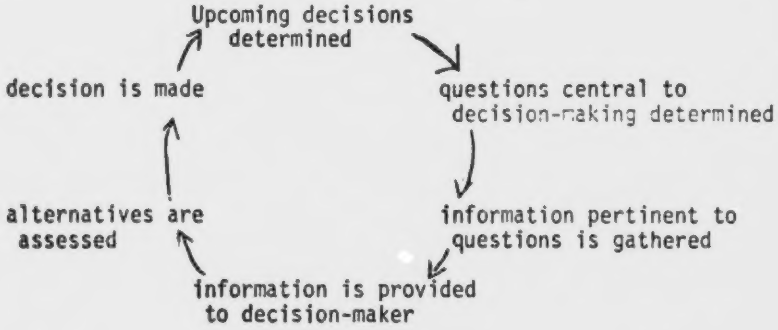
[1] Stufflebeam, D.L., Foley, W.J., Gephart, W.J., et al., Educational Evaluation and Decision-Making. Phi Delta Kappa National Study Committee on Evaluation; F.E. Peacock Publishers, Inc.; Itasca, Illinois, 1971.

The evaluator would be primarily responsible for providing the needed information in a useful manner.

Again, the evaluator would be responsible for recording what decisions, questions and data were designated and how they were utilized. This would be an ongoing process:


Upcoming decisions determined
questions central to decision-making determined
information pertinent to questions is gathered
information is provided to decision-maker
alternatives are assessed
decision is made

Product evaluation: The evaluator would be responsible for working with the Project Director and Director of Training to specify the sub-objectives related to this overall program goal. For example, "To provide training participants with an overview of a program development process", might be one such sub-objective. The evaluator would be responsible for creating a mechanism for assessing whether or not this program objective is attained. In this instance, the concern is not with measuring the outcome for the participants but with assessing the degree to which the project staff completes the activity described in the program objective. Therefore, the evaluator must develop mechanisms by which to determine the extent to which the overview was actually provided.

For example, prior to the training session the evaluator might have the Director of Training list the major components of the program development process and the way in which each component is related to the others. The evaluator might then decide to have training participants, another member of the staff or some combination of the two specifically listen for and record coverage of the points identified by the Director of Training. The evaluator would then summarize the findings and assess whether or not the objective had been attained. At such time as evaluation data on participant outcomes was available, this program product evaluation data would be helpful in determining possible factors in unattained participant objectives. Such data could also be used in conjunction with participant outcome evaluation data to make decisions on modifying the training design.

This information on the attainment/non-attainment of program objectives also relates to the ongoing program process evaluation. For example, if one program decision concerns who should present program development information and if the product evaluation reveals that the information is not being presented, then that information should trigger a review of the process evaluation records concerning that decision, and should instigate a further review of the decision prior to the next training period.

Obviously, program objectives will have to be prioritized and evaluation activities focussed on the most important objectives.

Participant Outcome Evaluation

General objective: To obtain the skills necessary to increase effectiveness in securing and maintaining institutional fiscal support.

Product evaluation: A major first step for the evaluator would be working with the Project Director and Director of Training to review and determine specification of the content "skills necessary to increase their effectiveness in securing and maintaining fiscal support". At the time that the evaluator enters the project, this process will already have been undertaken to a limited degree by the Project Director and the Director of Training through the setting of general objectives for participants. Each of the general objectives, however, will need to be specified and the list of objectives will need to be tested for completeness. For example, the general objective, "To increase the frequency of collaboration among women's center staff, university or college administrators and faculty around issues of women's educational equity," can be specified as follows:

collaboration includes:

meeting together
sharing resources
identifying common problems
seeking help on tasks/problems
responding to requests for help on tasks/problems
defining shared responsibilities

increase frequency means:

collaboration among faculty, administrators and women's center staff occurs more times following training than occurred before training.

problems of educational equity include:

course content, offerings, instruction, admissions, financial aid, hiring, tenure, career counseling resources, support services for women

The evaluator must then determine in what ways s/he can determine if increased frequency occurs after the training. The evaluator might develop a pre and post-training questionnaire which requested information on the frequency of collaboration. The evaluator might also request that participants submit, prior to training, names of interested and supportive faculty and administrators at their campus. These individuals would then be contacted and their perception of pre and post-collaboration frequency obtained. Obviously, the evaluator would have to develop the mechanism. In all cases it is assumed that at least two measures will have to be developed to assess attainment of important outcomes. Upon analyzing the data obtained from the evaluation mechanisms, the evaluator would judge whether or not the participants had attained the stated objectives. This information would then be provided to the Project Director and the Director of Training for use in making decisions about modifications, and continuation or termination of the training activities.

Should the data reveal that participants were not increasing the requency of collaboration after the training, and that this non-attainment was true for groups previously operating at a low level (not a case of regression), then the process evaluation records pertaining to decisions about this aspect of the training would be examined to determine where, in the decision making, important factors were overlooked, undervalued, etc.

MULTI-LEVELS OF PARTICIPANT OUTCOME EVALUATION

The product evaluation design for participant outcomes will have to take into account the several levels of evaluation activities (goals, general objectives, specific objectives). While the curriculum for the training will include measures for assessing the attainment/non-attainment of each of the specified objectives, the evaluator must be concerned with relating these outcomes to the attainment/non-attainment of the general objectives and to the major participant outcomes as well as with directly assessing the degree of attainment of these major outcomes.

GOAL-FREE EVALUATION

In addition to the objectives-based evaluation, it is critical that an attempt be made to identify all outcomes of the Project. To this end, we propose to hire an external evaluator/consultant whose job it would be to design and implement an evaluation of the Project without reference to stated goals.

With this Project, there seems to be the strong possibility for the occurrence of important outcomes beyond those stated by the objectives. For example, changes in University administrators' attitudes toward women administrators, or increased programming aimed at meeting the needs of women from various racial, ethnic, socio-economic and age groups within the student population could result from changes in women's center staff's skills and efforts.

Reporting of Evaluation Findings

Development of the training curriculum is dependent on ongoing reporting and utilization of both process and product evaluations. In addition to this reporting for development and decision-making purposes, the evaluator will be responsible for a final evaluation report which includes the data from the training curriculum evaluations, the major outcome evaluations, the validation design activities and the goal-free evaluation report. The purpose of this report will be to present both the raw data and the interpretation of the findings in light of the desired participant outcomes. This section of the report will conclude with assessments of dissemination feasibility and overall success.

A second component of the evaluation report will describe findings of the process evaluation and a third section will show relationships between the product and process evaluation.

PROGRAM MANAGEMENT DESIGN

The Project Director will be responsible for program management activities. Management will consist of monitoring and coordinating the activities of the staff in working toward the accomplishment of the major program goals: 1) to create a training program that utilizes the combined expertise of women's center staff and University administrators and faculty; 2) to create a training model that other centers would utilize in providing help to centers in their regions; 3) to train women's center staffs in program development and in securing budget support; 4) to develop printed materials for national dissemination based on the training content and competency areas.

The Project Director will monitor the activities using:

1) an activities chart for each component of the project (i.e., training curriculum development, validation, training implementation, evaluation, management).
2) a matrix of all activities for each quarter.

The activities charts will provide information to the staff on approximate dates for completion of activities ,related evaluation procedures and assigned responsibility. In addition to evaluation activities being shown in this way, there will also be a separate evaluation chart and the listing of evaluation activities on the matrix.

Figures 1 and 2 provide examples of activity charts for the completion of the training curriculum and the identification of and arranging for outside consultants.

In addition to the development of these monitoring and coordinating vehicles, the Project Director will be responsible for overseeing or directly implementing the following management objectives:

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Figure 1

PROGRAM COMPONENT: Training Curriculum Development   PERIOD: 1st qtr 2nd qtr 3rd qtr 4th qtr

Activity	Complete By	Staff Responsible Decision-maker	Process Evaluation	Product Evaluation
Determine breakdown of responsibilities for evaluation activities		Project Director Director of Trng Evaluator		
Identify areas in which content consultants are needed		Director of Trng		
Specify behavior and content in general objectives		Director of Trng Content consultants		
Test for completeness of objectives		Content consultants		
Screen objectives through criteria		Director of Training Content consultants		
Determine appropriate criteria for selecting learning opportunities		Director of Training		
Generate possible learning opportunities		Director of Training Content consultants		
Gather data relevant to criteria		Evaluator		
Select learning opportunities		Director of Training Content consultants		
Review criteria for organizing learning opportunities		Director of Training		

Activity	Complete By	Staff Responsible Decision-maker	Process Evaluation	Product Evaluation
Determine possible sequences of learning opportunities		Director of Training		
Develop criteria for selecting evaluation strategies		Director of Training Evaluator		
Develop evaluation mechanisms for behavior objectives		Director of Training Evaluator		

Figure 2

PROGRAM COMPONENT: Management--Identification of outside consultants

PERIOD: 1st qtr 2nd qtr 3rd qtr 4th qtr

Activity	Complete By	Staff Responsible Decision-maker	Process Evaluation	Product Evaluation
Obtain information from Director of Training on content skills needed		Project Director		
Obtain information on content interests and expertise of faculty and administrators		Project Director		
Determine if there are other faculty and administrators interested in participating		Project Director		
Decide on most appropriate content consultants		Director of Training Project Director		
Negotiate fees and hire		Project Director		
Obtain from Director of Training information on the teaching skills required by learning opportunities		Project Director		
Obtain information on the types of teaching skills administrators and faculty have		Project Director		
Match the information on learning opportunities with that on the skills of administrators and faculty		Project Director		
Decide on needs for outside constultants		Project Director Director of Training		

Activity	Complete By	Staff Responsible Decision-maker	Process Evaluation	Product Evaluation
Select consultants and other trainers		Project Director Director of Training		
Confirm schedule of training with consultants and trainers		Admin. Assistant		
Review process and content of sessions with Director of Training, consultants and other trainers		Project Director		
Confirm content and process of sessions with consultants in writing		Admin. Assistant		
Process Contracts for paid consultants		Administrative Assistant		

To set up a physical environment which provides needed physical resources

To set up an internal accounting system

To maintain Project accountability and coordination with the University Accounting Office

To define and coordinate roles and responsibilities of grant staff

To coordinate the activities of the grant staff

To identify prople resources for the Project that will reflect the program goals of creating a training model utilizing faculty, administrators, women's center staff and grant staff

To complete required reports to the Federal Government

These various types of activities would be specified and sequenced on a management activity chart and integrated into the matrix as appropriate. Figure 3 presents a partial schedule of activities. The matrix of program component activities would be much more detailed. This chart, however, will give the reader a sense of the overall schedule for the Project.

With regard to personnel, during the first year it is planned that the Project Director, Director of Training, Evaluator and Administrative Assistant will all be spending 100% of their time on grant activities. University administrators and faculty who participate in developing and implementing the training will be spending approximately 2% of their time on grant activities. (This figure includes time in preparation, implementation and evaluation) Consultants are to be hired on a per diem basis for work on the development and revision of the training curriculum in each of the major content areas (as defined by the general objectives). We are allowing for a maximum of 16 days of consultant work for development and revision of the curriculum. Consultants are also to be hired for implementation of training modules that cannot be effectively implemented by administrators, faculty or grant staff. Twelve days of consultant time for implementation would seem to be adequate. Additionally, ten days of consulting time for the goal-free evaluation consultant have been allowed to provide for design and implementation of an evaluation of the Project not based on the stated goals.

During the second year, it is proposed that the Project Director and Evaluator spend only 75% of their time on grant activities while the administrative assistant will be working on only a half-time basis. The Training Director will continue devoting 100% of her/his time to grant activities. To coordinate and conduct the training of women's center staffs in each of the Federal Regions, ten regional coordinators will be hired. These coordinators will be spending 50% of their time on the grant activities for a period of nine months. In addition, an allowance for hiring consultants to aid in the implementation of training would be available to each of the training sites. This will allow for a truer replication of the training model.

FIGURE 3

Schedule of Activities

ACTIVITY	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Staff hired	X										
Office established	X										
Staff oriented to evaluation activities	X										
Project goals reviewed	X										
Needs Survey drafted	X										
Content consultants identified	X										
Content consultants hired	X									X	
Curriculum development begun	X										
Process evaluation design implemented	X	X	X	X	X	X	X	X	X	X	X
Needs Survey piloted and revised		X									
Objectives and learning opportunities for training modules complete		X									
Organization of training curriculum determined		X									
Evaluation strategies for curriculum determined		X									
Availability of training advertised		X									
Participant outcome product evaluation strategies developed		X									
Centers for training selected			X								

FIGURE [illegible] (continued)
Schedule of Activities

ACTIVITY	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Product evaluation implemented		X	X	X	X	X	X	X	X	X	
University Personnel confirmed for participation in training		x	X	X	X	X	X	X			
Consultants for implementation of training identified and hired		X	X	X	X	X	X	X			
Centers scheduled for training		X									
Needs survey distributed nationally		X									
Needs survey coded			X								
Needs survey data analyzed				X							
Needs survey data interpreted in validation context					X						
Campus facilities for training scheduled			X								
Training sessions				X	X	X	X	X	X		
Curriculum evaluation data analyzed				X	X	X	X	X	X		
Curriculum reviewed for revision				X	X	X	X	X	X		
Evaluation(product) data interpreted										X	
Evaluation findings and needs survey results synthesized										X	
Outside evaluator hired								X			
Outside evaluation implemented								X	X		
Outside evaluation findings reported										X	
Curriculum revised in light of outcome evaluation										X	X
Curriculum materials prepared for reproduction										X	X

FIG. [illegible] ontinued)
Schedule of Activities

ACTIVITY	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	Jun
Criteria for regional centers finalized								X			
Application procedures set								X			
Possibility of training (2nd year grant) advertised									X		
Applications of regional centers reviewed									X		
Final report											X

BUDGET--FIRST YEAR

1. PERSONNEL

1 Project Director	100% for 12 months	$12,000.00 .50%	
1 Training Director	100% for 12 months	12,000.00 50%	
1 Evaluator	100% for 12 months	12,000.00 50%	
1 Clerical Administrative Assistant	100% for 12 months	9,000.00	
Content consultants for developing and revising training curriculum	16 days	1,600.00	
Skills development consultants for implementing the training	12 days	1,200.00	
UMass/Amherst faculty and administrators as content and skills consultants	2% over 12 months	donated	
Goal Free evaluation consultant	10 days	1,000.00	
Employee benefits		1,340.65	
		sub total	$50,140.65

2. NON-PERSONNEL

Phone and postage	1,200.00	
Office supplies	300.00	
Equipment rental (dictaphone and xerox)	220.00	
Equipment purchase (selectric typewriter)	650.00	
Printing (curriculum materials)	500.00	
Domestic travel (evaluation trips to training sites, trips to Regional and Federal Offices, travel to conferences on women's centers and higher education)	800.00	
	sub total	$ 3,670.00
		$53,810.65

3. OTHER

University Overhead (at 8%)	4,304.85	
	sub total	$ 4,304.85
	TOTAL	$58,115.50

- 20
38

BUDGET--SECOND YEAR

1. PERSONNEL

1 Project Director	50	75% for 12 months	$ 9,000.00
1 Training Director		100% for 12 months	12,000.00
1 Evaluator	50	75% for 12 months	9,000.00
1 Clerical Administrative Assistant		50% for 12 months	4,500.00
10 Regional Coordinators		50% for 9 months	45,000.00
Skills Consultants for implementing training			4,500.00
Employee benefits			3,854.35
		sub-total	$87,854.35

2. NON-PERSONNEL

Phone and postage	1,400.00
Office supplies	175.00
Equipment rental (dictaphone and xerox)	220.00
Travel and expenses for Directors (9 trips to train coordinators at sites in each federal region, travel to conference sites to make presentations)	5,705.00
sub-total	$7,500.00

3. OTHER

University Overhead (at 8%)	7,628.35
sub-total	$ 7,628.35

SECOND YEAR TOTAL	$102,982.70
PROJECT TOTAL (2 years)	161,098.20

APPENDIX

KATHRYN LEE GIRARD

EDUCATION

Ed. D. 1974	University of Massachusetts Amherst, Massachusetts Major: Curriculum Theory and Development Dissertation: How Schools Fail Women: A Study of Feminists' Perceptions of Their Schooling Experiences and Women's Schooling Needs
M. Ed. 1971	University of Massachusetts Amherst, Massachusetts Major: Curriculum Theory and Development
B.A. 1969	Bennington College Bennington, Vermont Major: English Literature

POSITIONS HELD

Lecturer and Program Coordinator	Center for Curriculum and Organization School of Education University of Massachusetts/Amherst	September, 1975 to present
Academic Coordinator	Everywoman's Center University of Massachusetts/Amherst	December, 1974 to present
Evaluator	Everywoman's Center University of Massachusetts/Amherst	July, 1973 to December, 1974
Teaching Assistant	Curriculum Program School of Education University of Massachusetts/Amherst	September, 1972 to May, 1973
Administrative Assistant	School Council School of Education University of Massachusetts/Amherst	April, 1971 to August, 1972
Staff Associate	Network of Innovative Schools East Rocks Village, Massachusetts	September, 1970 to August, 1972
Teacher, 4th grade	St. Frances Cabrini School Fairless Hills, Pennsylvania	October, 1969 to June, 1970

PROFESSIONAL EXPERIENCES

Consulting	Responsibilities
Deerfield Academy Deerfield, Massachusetts 1973 and 1975	Initiating problem identifcation and problem-solving activities focussing on sexism and sex role stereotyping
Sodus Central Schools Sodus, New York 1973-1974	Conducting in-service teacher training in core curriculum development
Teacher Corps Amherst, Massachusetts 1972-1973	Developing individualized learning materials on sexism in education for in-service training
Bucks County Community College Art Department Newtown, Pennsylvania 1972	Developing humanistic education curriculum component for art classes
National Council for Social Studies Washington, D.C. 1972	Developing evaluation component for racism clinics
Woodland Street Community School Worcester, Massachusetts 1970-1971	Developing bi-lingual curricula, instituting staff problem solving activities

Conference Presentations	Topic
American Association of Higher Education January, 1975	"Sexism in the Classroom"
American Educational Researchers Association Spring, 1973	"Redefining the Problem of Research on Women and Education"
New England Educational Researchers Association Spring, 1972	"The Role of the Educational Information Consultant"
Network of Innovative Schools Spring Workshop Spring, 1972	"The Teacher as Educational Information Consultant"
The Life in a Day of Woman University of Massachusetts Fall, 1972	"The Development of Women's Education"

Courses Taught	Title
University of Massachusetts/Amherst School of Education Fall and Spring 1975-76	"Organization for Curriculum Development" Graduate level
University of Massachusetts/Amherst Southwest Residential College Spring, 1975	"Feminist Media: The Printed Word" Undergraduate level

University of Massachusetts/Amherst Continuing Education Summer, 1973	"Developing Non-sexist Curricula" Graduate level
University of Massachusetts/Amherst School of Education Summer Workshop Program Summer, 1973	"Curriculum Development: Theory into Practice" Graduate level
University of Massachusetts/Amherst School of Education Spring, 1973	"Special Problems in Curriculum Development" Undergraduate level
University of Massachusetts/Amherst School of Education Spring, 1973	"Women's Issues in Education" Undergraduate level
University of Massachusetts/Amherst School of Education Fall, 1972	"Developing Non-sexist and Feminist Curricula" Undergraduate level
University of Massachusetts/Amherst Continuing Education Spring, 1972	"Organization for Curriculum Development" Graduate level

University Responsibilities	Position
Student Development Center Advisory Board	Member, 1976
Women's Studies Policy Board	Member, 1974-75
Institute for Man and His Environment: Urban Studies Planning Group	Member, 1973
Admissions Committee, School of Education	Member, 1973
Women's Caucus, School of Education	Coordinator, 1970-73

Papers, Publications and Unpublished Articles

"Project Self: An Alternative for Women." With Alexander *et al*. EDCENTRIC. Fall, 1974.

"Women's Liberation in a Form Palatable to High School Students." PHI DELTA KAPPAN. October, 1973. Book review.

"Redefining the Problem of Research on Women and Education." Paper presented at Annual American Educational Researchers Association Meeting, March, 1973.

"Training Teachers as Educational Information Consultants." Paper presented at New England Educational Researchers Organization Meeting, Spring, 1972.

"Rational Processes of Curriculum Development." Paper used as reading in Education 765, "Organization for Curriculum Development." xerox, University of Massachusetts, 1972.

Additional Professional Activities

Member of the Advisory Board for Massachusetts State Law Chapter 622. Charged with developing regulations and promoting community understanding of the Law.

Member of the Academic Council for Campus Free College. Responsible for granting credit and degrees for the college.

COMMUNITY ACTIVITIES

Member of the Women's Theater Collective. Involved in ongoing development of improvizational and scripted pieces for presentation within the community.

Current as of 5/76 **JOAN LOURDES SWEENEY**

EDUCATION

Department of Psychology & School of Education University of Massachusetts Amherst, Mass.	9/74 to present	Graduate work toward Ph.D in Organizational Psychology/ Development and Community Psychology
Department of Psychology University of Massachusetts Amherst, Mass.	9/75 to 6/76	Member-Social Systems Intervention Team / Psychological Services Clinic
University of Munich Munich, Germany	1/72 to 6/72	German Language Institute
Massachusetts State College Fitchburg, Mass.	9/66 to 1/71	B.S. in Special Education

PRESENTATIONS/HONORS

American Psychological Association Annual Convention - 1976 Symposium Program on "Mental Health Organizational and Community Development Consultation: The Ecological Persoective"	Presentation of Paper -"Enhancement of Organizational Feedback Systems during Program Evaluation Consultation" -co-authored with Gabbert

Awarded Federal Research Grant/Traineeship - Public Law 85-10 - 1970 and1971

Deans' List Senior Year

EXTRACURRICULAR INVOLVEMENTS

University of Massachusetts/Amherst	University Women's Political Caucus & University Women's Conference 1/75 Design and Coordination Team
Massachusetts State College/Fitchburg	Chairperson - College Cultural Events Committee Student Government Representative Editorial Staff - College Newspaper

POSITIONS HELD

Everywoman's Center University of Massachusetts Amherst, Mass.	2/74 to present	Program Coordinator-Referral Systems Program Budget Administration and Liaison

Responsibilities include development of the referral systems component; administrative reporting and budget liaison to the Provost for Special Programs; participation in coordination of budget proposals to the University; external fundraising efforts; and participation in the coordination of fiscal administration of the Center's programs

Office of Economic Opportunity Rural Housing Improvement, Inc. 14 Walnut Street Winchendon, Massachusetts	2/72-7/73	Director - Management and Tenant Social Services Component

Responsibilities included the design, initiation and development of a management and social services component of an experimental, federally funded "rural development corporation"; conducting management research to provide developers with feasibility data (fiscally, socially and physically); establishment and maintenance of effective relationships with federal, state and local officials and residents of developed property; organization, initiation and administration of fiscal management systems which included residents in decision making

Cambridge School Department Title I Program Cambridge, Massachusetts	6/71 - 9/71	Diagnostic Evaluator/Teacher

Responsibilities included conducting diagnostic evaluations of students felt to be perceptually handicapped or learning disabled; designing individual learning programs and implementation of indicated remedial strategies

Bedford School Department Bedford Junior High School Bedford, Massachusetts	1/71 - 6/71	Learning Disabilities Specialist

Responsibilities included conducting diagnostic evaluations of students, arranging for individualization of academic programs and/or remedial tutoring, re-evaluating students and making recommendations regarding re-design of individual programs or other alterations of the student/school relationship

ADDITIONAL PROFESSIONAL DEVELOPMENT EXPERIENCES

School of Education April 1976 Presentation
Mental Health & Human
Systems Design and Administration
University of Massachusetts
Amherts, Mass.

Presentation to program faculty and doctoral students on "Women Administrators in Mental Health and Human Service Organizations: Obstacles to Full Participation" and participation in panel as a discussant

Department of Psychology April 1976 Design Team member
University of Massachusetts
Amherst, Mass.

Co-designed and facilitated a day long simulation for 75-100 participants inan Eastern Regional conference on "Community Psychology - Roles for Professionals"

Center for Research on Women June 1975 Participant
Wellesley College
Wellesley, Mass.

Training conference on management for Women Administrators in Higher Education

Deerfield Academy February 1975 Consultant
Deerfield, Mass.

Co-planned and coordinated a series of workshops for faculty and students on sex-roles, stereotyping and oppression

Deerfield Academy March 1975 Workshop
Deerfield, Massachusetts

Conducted a workshop on power, power relationships and oppression

Student Services Division March 1975 Consultant
Mount Wachusett Community College
Gradner, Massachusetts

Consulted with student services staff on the development of support services for women, organization of a woman's center and alternative organizational structures

North East Caucus of Women March 1975 Presentation
Political Scientists
CUNY
New York, N.Y.

Panal presentation at conference - "The Role and Functioning of Women's Centers: Dynamics of Establishing and Maintaining these Organizations"

Montachusett Women's Center March 1975 Consultant
Fitchburg, Massachusetts

Workshops for staff on alternative forms of organizational structures and collaborative decision making

University of Massachusetts January 1975 Workshop
University Women's Conference

Workshop on power, how women use it , when and if they have it

University of Massachusetts December 1974 Presentation/Workshop
Project 10-Southwest Residential College
Amherst, Mass.

Presentation on the organizational structure of Everywoman's Center as an alternative model and developed concepts of non-hierarchical organizational structures and collaborative decision making

Mental Health Services December 1974 Presentation
University of Massachusetts
Amherst, Mass.

Presentation of the programs and delivery systems of Everywoman's Center as they relate to the Mental Health And Social Service resources of the University

School of Education October 1974 Presentation
Center for International Education
University of Massachusetts
Amherst, Mass.

Presentation to a group of African women educators on "Women and Management/Human Service Organizations and Social Change" using Everywoman's Center as a model

Graduate School of Education Summer 1974 Presentation
Institute for Administrative Services
University of Massachusetts
Amherst, Mass.

Presentation of the history, services provided and organizational structure of Everywoman's Center as an alternative model of administration for human service organizations.

Board of Directors 1972-1973 Consultant
Massachusetts Housing Development Corp.
F & L Planned Housing
Fitchburg, Mass.

Consultant to the Board on Management and Social Services Development in Low Income Housing

U.S. Government Fall 1972 Consultant
Office of Economic Opportunity
Rural Development Corporation
Greensboro, North Carolina

Consultant on management and social service delivery systems for rural development programs

COMMUNITY INVOLVEMENTS/ACTIVITIES

Holyoke YWCA Spring 1976 and Fall 1975 "Demystifying Our Cars:
Holyoke, Massachusetts Auto Mechanics for Women"

Everywoman's Center Spring 1975 and Summer 1975
Project Self
University of Mass/Amherst

Development and teaching of above course which combines content material with consciousness raising regarding sex role stereotyping and assertiveness training

Winchendon Community Action Committee 1/73 - 7/73 President-Board of Directors
Winchendon, Massachusetts

United Community Services of Montachusett
Fitchburg, Mass. Summer 1971 Community Demographic Surveyor

(101)

U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM – 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
1283

CATEGORY (check one)
☐ PRIORITY A
☐ PRIORITY B
☐ PRIORITY
☒ GENERAL GRANT/OTHER
☐ SMALL GRANT

NAME OF APPLICANT
Everywoman's Center

ADDRESS

CITY AND STATE

ZIP CODE

APPLICATION TITLE

	SCORES
1. NEED AND IMPACT	30
2. APPLICANT QUALIFICATIONS	35
3. PLAN OF OPERATION	42
4. *SUBTOTAL (sum of lines 1-3)*	109
5. SUPPLEMENTARY CRITERIA	5
6. **TOTAL** *(sum of lines 4 and 5)*	112

SUMMARY COMMENTS *(Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)*

☐ HIGHLY RECOMMEND ☐ RECOMMEND ☐ RECOMMEND WITH MODIFICATIONS ☒ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

A simplified version of this plan to assist other Women's Centers could prove valuable in obtaining educational equity for women.

DATE	TYPE OR PRINT NAME OF READER	SIGNATURE OF READER

OE FORM 491-2, 3/76

DIRECTIONS TO READERS: To maintain consistency in scoring, please award points under each evaluation criterion by using the full scale of possible points. For example, a low score for a criterion valued at 10 points, would be 1, 2, or 3 points, not 5. Do not use fractions of points.

GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	10
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	5
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	15
TOTAL MAXIMUM POINTS	50	▨
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)	▨	30

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

This proposal requests funding for an expansion of what it is already doing--as well as development of replication material.

I suppose there's nothing really wrong with what they'd like to do but am not certain of the priority. It appears the focus of Woman's Center encompasses much more than educational equity.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	7
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	8
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	12
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	8
TOTAL MAXIMUM POINTS	45	▨
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)	▨	35

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

The proposed personnel have considerable experience in appropriate areas--they have the support of U. Mass. at least to the extent of use of facilities, etc.

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GENERAL EVALUATION CRITERIA *(continued)*	APPLICATION NUMBER	
3. PLAN OF OPERATION	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	12
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	12
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	10
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	8
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)	▨	42

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

The plan of operation contains a surfeit of explanation and much repetition. Probably a simplified plan would be adequate. Am not certain what "non goal" oriented evaluation would be.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS	
	MAXIMUM	AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	5

(record this score on Page 1, Line 5, Supplementary Criteria)

COMMENTS

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U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM – 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
1283

CATEGORY (check one)
☐ PRIORITY A ☒ GENERAL GRANT/OTHER
☐ PRIORITY B ☐ SMALL GRANT
☐ PRIORITY

NAME OF APPLICANT
Everywoman's Center

ADDRESS

CITY AND STATE

ZIP CODE

APPLICATION TITLE
Women's Centers and Educational Equity: Developing and Utilizing Resources on a Regional Level

	SCORES
1. NEED AND IMPACT	25
2. APPLICANT QUALIFICATIONS	35
3. PLAN OF OPERATION	45
4. SUBTOTAL (sum of lines 1-3)	105
5. SUPPLEMENTARY CRITERIA	10
6. TOTAL (sum of lines 4 and 5)	115

SUMMARY COMMENTS (Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)

☐ HIGHLY RECOMMEND ☒ RECOMMEND ☐ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

The overall project is good. The need to train Women's Center staff to work effectively with University policymakers and program personnel is clearly defined.

The capabilities of the applicant are demonstrated by its accomplishments of combating sexism effectively.

The project however does not fit the current WEEA priorities nor does the project demonstrate strengths in being able to address itself to the needs of different women from different regions for example: Women from the Southwest.

DATE

TYPE OR PRINT NAME OF READER

SIGNATURE OF READER

OE FORM 491-2, 3/76

DIRECTIONS TO READERS: To maintain consistency in scoring, please award points under each evaluation criterion by using the full scale of possible points. For example, a low score for a criterion valued at 10 points, would be 1, 2, or 3 points, not 5. Do not use fractions of points.

GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	10
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	5
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	10
TOTAL MAXIMUM POINTS	50	
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)		25

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Strengths--The project effectively demonstrates a need for training of Women Center staff in both raising funds and program development.

Weaknesses--The proposed project does not fit the priority guidelines of WEEA. Does not allow or expound on different approaches for different women.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	5
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	10
TOTAL MAXIMUM POINTS	45	
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)		35

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Strengths-The accomplishments of Everywoman's Center in combating discrimination against women is outstanding.

Weaknesses--Staff patterns indicate weakness in expertise in assisting Centers to meet the needs of minority women.

GENERAL EVALUATION CRITERIA (continued)	APPLICATION NUMBER

3. PLAN OF OPERATION	POINTS MAXIMUM	POINTS AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	15
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	10
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	10
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	10
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)	▨	45

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Strengths--Plan to train Women Centers staff is extensive and well organized.

Weaknesses--Evaluation plan does not allow for discovery of different approaches for different regions in the country.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS MAXIMUM	POINTS AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	10

(record this score on Page 1, Line 5, Supplementary Criteria) →

COMMENTS

The training of Women Centers staff is a critical need; however, the proposed training format of this project does not focus on the WEEA priority areas nor does it demonstrate capabilities to serve the needs of different women (minority) in the U.S.

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U.S. OFFICE OF EDUCATION
WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM – 13.565
APPLICATION REVIEW – FISCAL YEAR 1976

APPLICATION NUMBER
1283

CATEGORY (check one)
☐ PRIORITY A ☒ GENERAL GRANT/OTHER
☐ PRIORITY B ☐ SMALL GRANT
☐ PRIORITY C

NAME OF APPLICANT
Everywoman's Center

ADDRESS

CITY AND STATE

ZIP CODE

APPLICATION TITLE
Women's Centers

	SCORES
1. NEED AND IMPACT	45
2. APPLICANT QUALIFICATIONS	45
3. PLAN OF OPERATION	50
4. *SUBTOTAL (sum of lines 1-3)*	140
5. SUPPLEMENTARY CRITERIA	25
6. TOTAL *(sum of lines 4 and 5)*	165

SUMMARY COMMENTS *(Please indicate your overall assessment of this proposal by checking the appropriate box below and summarize the reasons for this assessment.)*

☐ HIGHLY RECOMMEND ☐ RECOMMEND ☒ RECOMMEND WITH MODIFICATIONS ☐ RECOMMEND WITH SUBSTANTIAL MODIFICATION ☐ REJECT

Modifications needed:

(1) Specific attention to minority and low income women's needs in women's centers.

(2) Increased travel budget and increased printing budget.

(3) Greater justification for need to replicate model in Year II on national basis, rather than simply disseminate and update Year I projects nationally in Year II.

DATE

TYPE OR PRINT NAME OF READER

SIGNATURE OF READER

OE FORM 491-2, 3/76

DIRECTIONS TO READERS: To maintain consistency in scoring, please award points under each evaluation criterion by using the full scale of possible points. For example, a low score for a criterion valued at 10 points, would be 1, 2, or 3 points, not 5. Do not use fractions of points.

GENERAL EVALUATION CRITERIA

1. NEED AND IMPACT	POINTS	
	MAXIMUM	AWARDED
(1). THE DEGREE TO WHICH THE PROPOSED PROJECT IS LIKELY TO MAKE A SUBSTANTIAL QUALITATIVE CONTRIBUTION TOWARD ATTAINING THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN, AND TO THIS END CLEARLY IDENTIFIES THE NEED TO BE ADDRESSED AND SPECIFIES THE SUBSTANTIVE NATURE OF THE OUTPUT, PRODUCT, OR FINAL RESULTS OF THE PROPOSED PROJECT.	20	20
(2). THE QUALITY OF THE APPLICATION AS A WHOLE OVER AND ABOVE THE MINIMUM REQUIREMENT IN §160f.3(a) IN REFLECTING AN UNDERSTANDING THAT DIFFERING APPROACHES TO THE PROVISION OF EDUCATIONAL EQUITY FOR WOMEN EXIST AMONG VARIOUS RACIAL, ETHNIC, SOCIOECONOMIC, AGE, OR REGIONAL GROUPS AND IN TAKING ACCOUNT OF SUCH DIFFERING APPROACHES AS APPROPRIATE IN RELATIONSHIP TO THE PROPOSED PROJECT.	10	5
(3). THE EXTENT TO WHICH THE INTENDED RESULTS OF THE PROPOSED PROJECT CAN BE USED BY OTHERS, AND THUS THE EXTENT TO WHICH THE APPLICATION SPECIFIES WELL-DESIGNED VALIDATION PROCEDURES AND APPROACHES FOR DISSEMINATION AND UTILIZATION *(whether such approaches are to be carried out by the applicant or by others).*	20	20
TOTAL MAXIMUM POINTS	50	▨
TOTAL OF LINES (1) - (3) (record this score on Page 1 of this form)	▨	45

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Need more emphasis on racial differences in upgrading women's centers.

2. APPLICANT QUALIFICATIONS	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE QUALIFICATIONS OF THE PROJECT DIRECTOR AND STAFF INCLUDE DEMONSTRATED RELEVANT EXPERIENCE OF HIGH QUALITY IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(2) THE EXTENT AND QUALITY OF THE APPLICANT'S RELEVANT EXPERIENCE IN THE AREA OF EDUCATIONAL EQUITY FOR WOMEN AND IN THE PROGRAMMATIC FOCUS OF THE PROJECT.	10	10
(3) THE EXTENT TO WHICH THE STAFFING PATTERN OF THE PROJECT AND OF THE APPLICANT AGENCY OR ORGANIZATION REFLECTS EVIDENCE OF COMMITMENT TO EQUITY FOR WOMEN, INCLUDING WOMEN FROM MINORITY GROUPS.	15	15
(4) THE EXTENT TO WHICH THE APPLICANT HAS THE CAPABILITY TO CONDUCT THE PROPOSED PROJECT, INCLUDING NECESSARY FACILITIES AND RESOURCES.	10	10
TOTAL MAXIMUM POINTS	45	▨
TOTAL OF LINES (1) - (4) (record this score on Page 1 of this form)	▨	45

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

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GENERAL EVALUATION CRITERIA *(continued)*

APPLICATION NUMBER

3. PLAN OF OPERATION	POINTS	
	MAXIMUM	AWARDED
(1) THE EXTENT TO WHICH THE APPLICATION SHARPLY DEFINES AND CLEARLY STATES OBJECTIVES FOR THE PROPOSED PROJECT WHICH ARE CAPABLE OF BEING ACHIEVED BY THE PROPOSED PROCEDURES AND CAPABLE OF BEING ASSESSED UPON ATTAINMENT.	15	15
(2) THE EXTENT TO WHICH THE APPLICATION ENSURES ADEQUATE EVALUATION OF THE ACTIVITIES THROUGH THE DESCRIPTION OF A PROJECT EVALUATION DESIGN WHICH WOULD INCLUDE BOTH PROCESS AND PRODUCT ANALYSIS AND WOULD DESCRIBE AN EVENTUAL EVALUATION REPORT TO INCLUDE SUFFICIENT DATA, INFORMATION, AND DIRECTION TO PERMIT AND ENCOURAGE REPLICATION	15	15
(3) THE QUALITY OF THE PROPOSED MANAGEMENT DESIGN THAT INCLUDES OBJECTIVES, OPERATIONAL ACTIVITIES, SCHEDULES *(including the amount of time to be spent on the project by the named proposed staff members)*, RESOURCES, PRODUCTS, AND REFERENCES TO THE PROJECT EVALUATION DESIGN.	15	15
(4) THE EXTENT TO WHICH THE APPLICATION PRESENTS A BUDGET THAT IS REASONABLE IN RELATION TO ANTICIPATED RESULTS AND REFLECTS THE MANAGEMENT DESIGN	10	5
TOTAL MAXIMUM POINTS	55	▨
TOTAL OF LINES (1) - *(4) (record this score on Page 1 of this form)*	▨	50

BRIEFLY IDENTIFY THE MAJOR STRENGTHS AND WEAKNESSES IN THIS SECTION

Need to revise budget for travel and publications.

DIRECTIONS TO READERS. Please score this proposal according to the first criterion or according to the appropriate priority area and record the total points awarded on Page 1 of this form *(Line 5, Supplementary Criteria)*.

GENERAL GRANT/OTHER AND SMALL GRANTS	POINTS	
	MAXIMUM	AWARDED
THE EXTENT TO WHICH THE PROPOSED PROJECT MEETS AN URGENT AND CRITICAL NEED IN THE IMPLEMENTATION OF THE ACT.	25	25

(record this score on Page 1, Line 5, Supplementary Criteria)

COMMENTS

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The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

EVERYWOMAN'S CENTER
506 GOODELL BUILDING

TELEPHONE:
413/545-0883

AUG 30 1976

August 23, 1976

TO: Carol Joyner and Ellen Balko
U.S. Office of Education
Women's Educational Equity
400 Maryland Avenue, S.W.
Washington, D.C. 20202

FROM: Kathryn Girard and Joan Sweeney
Women's Centers and Women's Educational Equity Project (Application Number [illegible]

RE: Project validation design and ways of meeting the needs of minority women

VALIDATION

To begin, we understood your question to be whether or not the location of the validation work (i.e., Federal Region I) would provide sufficient diversity to allow generalizing to the national population of women's centers. You indicated that you would like more information regarding the potential locations and those who would be involved.

As we indicated in the proposal, the Project on the Status and Education of Women report on "Women's Centers: Where Are They" lists 40 centers in Federal Region I. Information on four characteristics/variables of the institutions at which these centers are located is charted below.

STATE		RURAL /	URBAN	PUBLIC /	PRIVATE	4 YEAR /	2 YEAR	COED /	SINGLE SEX
Connecticut	7	3	4	5	2	4	3	7	0
Maine	4	2	2	4	0	3	1	4	0
Massachusetts	21	9	12	10	11	19	2	17	4
New Hampshire	3	3	0	1	2	3	0	3	0
Vermont	3	3	0	0	3	3	0	3	0

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STATE		RURAL / URBAN		PUBLIC / PRIVATE		4 YEAR / 2 YEAR		COED / SINGLE SEX	
Rhode Island	2	0	2	1	1	2	0	2	0
TOTALS	40	20	20	21	19	34	6	36	4

We believe that these figures represent the existence of a diversity of institutional location that is reflective of the range one could expect to find in other regions and is therefore sufficient for the purposes of first year validation work.

It is our expectation that given the range of institutional locations of centers, their populations will reflect a similar diversity and hence also provide a basis for generalizing outcomes. At this point in the project, descriptive data as to the populations at these locations is not available. It will, however, be obtained during the solicitation of participants from the population described above. This information can then be compared with the descriptive data on women's centers and women's center staffs currently being analyzed by Ripstra and Wyatt at Texas A & I University and by Johnston at the University of Wisconsin-Milwaukee. If necessary we will be able to supplement the nationally based descriptive data with information solicited through our planned needs survey.

MINORITY WOMEN'S NEEDS

Since our Project focusses on training those who create and provide services, we see the most effective ways of meeting the needs of minority women to be: 1) Through the inclusion of Third World women's centers in the population to whom the needs assessment is sent; 2) by contacting Third World women's centers for participation in the training; 3) through insuring that the groups selected for training have a commitment to developing programs aimed at increasing the availability of higher education to minority women.

In order to identify centers with a primary focus on developing programs for minority women we will first contact the National Black Feminist Organization, the National Conference of Puerto Rican Women and the Project on the Status and Education of Women for names of Third World women's centers. Additionally, we will contact other groups suggested by the above organizations in order to gather the most comprehensive listing of possible centers.

Second, all centers selected for training are required to meet two criteria established to insure that the Project benefits minority women and others for whom access to higher education has been limited. These criteria are:

1. That the center is currently providing or has a demonstrable interest in providing programs/services which address the need of increased access to higher education for those previously denied such an opportunity (especially Third World, poor, and older women);

2. that the staff of the center reflect a diversity which does/ would enable them to operationalize that interest.

Finally, training in assessing needs and developing programs based on identified needs will be provided to participating centers. This should result in center staffs who have met the above criteria being more effective in developing and securing support for programs for minority women.

We're anxious to get underway with more in-depth planning and development. We would really welcome further comment from you on these issues as we begin.

Sincerely,

Joan L Sweeney

Joan L. Sweeney, Project Director

Kathryn L. Girard

Kathryn L. Girard, Director of Training

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

Women's Educational Equity Project
113 Draper Hall

4 October 1976

Carol Joyner
U.S. Office of Education
Women's Programs Staff
400 Maryland Ave. SW
Washington, DC 20202

Dear Carol:

RE: WEEAP "Women's Centers and Educational Equity" - Documentation of Revision to Grant Application as requested in Attachment C, Special Grant Terms and Conditions

Since initial negotiation of the grant terms this summer with you and Ellen Balko, the following are the areas of change or submission of additional information.

A)	Project validation design	-see attached copy of letter to you dated 23 August
B)	Method for addressing the needs of minority women	-see attached copy of same letter
C)	Grant Budget	-see attached copy of revised budget to conform with total agreed upon during negotiation with Ellen
D)	Staff	-to date identification of staff is as per grant proposal(i.e. Project Director-Joan Sweeney, Director of Training-Kathryn Girard). The hiring process for the other two positions is underway and I expect to have remaining staff hired by the second week of October

page 2

RE: WEEAP "Women's Centers and Educational Equity"

E) Management Plan -see attached Revised Schedule of Activities

This seems to cover all the areas of concern for which documentation of revision was requested. Should you need additional or other information please let me know.

Looking forward to meeting you at the October 26 ETS coordination of projects meeting.

Sincerely,

Joan L Sweeney

Joan Sweeney
Project Director
Women's Centers and Educational Equity

Dr. H. T. Eachus
Assoc. Director
Office of Grant and Contract Administration

Enclosures: 3
cc: Office of Grant and Contract Administration
Grantee files

OMB APPROVAL NO. 29-R0218

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER
0399

3. FEDERAL GRANTOR AGENCY
U.S. Office of Education
(Woman's Educational Equity)
ORGANIZATIONAL UNIT

Application Control Center
ADMINISTRATIVE OFFICE

400 Maryland Avenue, SW
STREET ADDRESS - P.O. BOX

Washington D.C. 20202
CITY STATE ZIP CODE

4. APPLICANT NAME
EVERYWOMAN'S CENTER
DEPARTMENT DIVISION
506 Goodell Hall
University of Massachusetts
STREET ADDRESS - P.O. BOX

Amherst Hampshire
CITY COUNTY

Massachusetts 01002
STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT
WOMAN'S CENTERS AND EDUCATIONAL EQUITY: DEVELOPING AND UTILIZING RESOURCES ON A REGIONAL LEVEL - General Grant/Other

6. FEDERAL CATALOG NUMBER
13.565

7. FEDERAL FUNDING REQUESTED
$ see attached

8. GRANTEE TYPE
____ STATE, ____ COUNTY, ____ CITY, X OTHER *(Specify)* Department within a State University

9. TYPE OF APPLICATION OR REQUEST
____ NEW GRANT, ____ CONTINUATION, ____ SUPPLEMENT, X OTHER CHANGES *(Specify)* Budget revision per request by U.S. Office of Educ.

10. TYPE OF ASSISTANCE
X GRANT, ____ LOAN, ____ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
Staffs at between 76-152 woman's centers at U.S. institutions of higher education

12. CONGRESSIONAL DISTRICT
a. 1st Massachusetts Congressional Dist.
b. Federal Region I - First Year
Nationwide - Second Year

13. LENGTH OF PROJECT
2 years

14. BEGINNING DATE
August 1976

15. DATE OF APPLICATION
25 May 1976

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF ~~XX~~ their KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

Kathryn L. Girard - Academic Coordinator/Everywoman's Center
Joan L. Sweeney - Program Coordinato-/Everywoman's Center

Kathryn L. Girard
Joan L. Sweeney

TYPED NAME	TITLE	TELEPHONE NUMBER AREA CODE	NUMBER	EXTENSION
SIGNATURE OF AUTHORIZED REPRESENTATIVE		413	545-0883	

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HEW 6081

OMB APPROVAL NO. 29-R0218

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.

Does this assistance request require State, local, regional, or other priority rating?

☐ Yes ☒ No

Name of Governing Body ____________

Priority Rating ____________

ITEM 2.

Does this assistance request require State, or local advisory, educational or health clearances?

☐ Yes ☒ No

Name of Agency or Board ____________

(Attach Documentation)

ITEM 3.

Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

☐ Yes ☒ No

(Attach Comments)

ITEM 4

Does this assistance request require State, local, regional, or other planning approval?

☐ Yes ☒ No

Name of Approving Agency ____________

Date ____________

ITEM 5

Is the proposed project covered by un approved comprehensive plan?

☐ Yes ☒ No

Check one:

☐ State

☐ Local

☐ Regional

Location of Plan ____________

ITEM 6

Will the assistance requested serve a Federal installation?

☐ Yes ☒ No

Name of Federal Installation ____________

Federal Population benefiting from Project ____________

ITEM 7

Will the assistance requested be on Federal land or installation?

☐ Yes ☒ No

Name of Federal Installation ____________

Location of Federal Land ____________

Percent of Project ____________

ITEM 8

Will the assistance requested have an impact or effect on the environment?

☐ Yes ☒ No

See instructions for additional information to be provided.

ITEM 9

Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

☐ Yes ☒ No

Number of:

Individuals ____________

Families ____________

Businesses ____________

Farms ____________

ITEM 10

Is there other related assistance on this project previous, pending, or anticipated?

☐ Yes ☒ No

See instructions for additional information to be provided.

HEW-600T

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE PROTECTION OF HUMAN SUBJECTS ASSURANCE/CERTIFICATION/DECLARATION ☑ ORIGINAL ☐ FOLLOWUP ☐ REVISION	☑ GRANT ☐ CONTRACT ☐ FELLOW ☐ OTHER ☑ NEW ☐ RENEWAL ☐ CONTINUATION APPLICATION IDENTIFICATION NUMBER *(if known)*

STATEMENT OF POLICY: Safeguarding the rights and welfare of subjects at risk in activities supported under grants and contracts from DHEW is primarily the responsibility of the institution which receives or is accountable to DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of DHEW that no activity involving human subjects to be supported by DHEW grants or contracts shall be undertaken unless the Institutional Review Board has reviewed and approved such activity, and the institution has submitted to DHEW a certification of such review and approval, in accordance with the requirements of Public Law 93-348, as implemented by Part 46 of Title 45 of the Code of Federal Regulations, as amended, (45 CFR 46). Administration of the DHEW policy and regulation is the responsibility of the Office for Protection from Research Risks, National Institutes of Health, Bethesda, Md 20014.

1. TITLE OF PROPOSAL OR ACTIVITY

Women's Centers and Educational Equity: Developing & Utilizing Resources at a Regional Level

2. PRINCIPAL INVESTIGATOR/ACTIVITY DIRECTOR/FELLOW

Joan L. Sweeney and Kathryn L. Girard

3. DECLARATION THAT HUMAN SUBJECTS EITHER WOULD OR WOULD NOT BE INVOLVED

☐ A. NO INDIVIDUALS WHO MIGHT BE CONSIDERED HUMAN SUBJECTS, INCLUDING THOSE FROM WHOM ORGANS, TISSUES, FLUIDS, OR OTHER MATERIALS WOULD BE DERIVED, OR WHO COULD BE IDENTIFIED BY PERSONAL DATA, WOULD BE INVOLVED IN THE PROPOSED ACTIVITY. (IF NO HUMAN SUBJECTS WOULD BE INVOLVED, CHECK THIS BOX AND PROCEED TO ITEM 7. PROPOSALS DETERMINED BY THE AGENCY TO INVOLVE HUMAN SUBJECTS WILL BE RETURNED.)

☑ B. HUMAN SUBJECTS WOULD BE INVOLVED IN THE PROPOSED ACTIVITY AS EITHER: ☑ NONE OF THE FOLLOWING, OR INCLUDING: ☐ MINORS, ☐ FETUSES, ☐ ABORTUSES, ☐ PREGNANT WOMEN, ☐ PRISONERS, ☐ MENTALLY RETARDED, ☐ MENTALLY DISABLED. UNDER SECTION 6. COOPERATING INSTITUTIONS, ON REVERSE OF THIS FORM, GIVE NAME OF INSTITUTION AND NAME AND ADDRESS OF OFFICIAL(S) AUTHORIZING ACCESS TO ANY SUBJECTS IN FACILITIES NOT UNDER DIRECT CONTROL OF THE APPLICANT OR OFFERING INSTITUTION.

4. DECLARATION OF ASSURANCE STATUS/CERTIFICATION OF REVIEW

☐ A. THIS INSTITUTION HAS NOT PREVIOUSLY FILED AN ASSURANCE AND ASSURANCE IMPLEMENTING PROCEDURES FOR THE PROTECTION OF HUMAN SUBJECTS WITH THE DHEW THAT APPLIES TO THIS APPLICATION OR ACTIVITY. ASSURANCE IS HEREBY GIVEN THAT THIS INSTITUTION WILL COMPLY WITH REQUIREMENTS OF *DHEW Regulation 45 CFR 46*, THAT IT HAS ESTABLISHED AN INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS AND, WHEN REQUESTED, WILL SUBMIT TO DHEW DOCUMENTATION AND CERTIFICATION OF SUCH REVIEWS AND PROCEDURES AS MAY BE REQUIRED FOR IMPLEMENTATION OF THIS ASSURANCE FOR THE PROPOSED PROJECT OR ACTIVITY.

☑ B. THIS INSTITUTION HAS AN APPROVED GENERAL ASSURANCE (DHEW ASSURANCE NUMBER G 0147 -) OR AN ACTIVE SPECIAL ASSURANCE FOR THIS ONGOING ACTIVITY, ON FILE WITH DHEW. THE SIGNER CERTIFIES THAT ALL ACTIVITIES IN THIS APPLICATION PROPOSING TO INVOLVE HUMAN SUBJECTS HAVE BEEN REVIEWED AND APPROVED BY THIS INSTITUTION'S INSTITUTIONAL REVIEW BOARD IN A CONVENED MEETING ON THE DATE OF 6-21-76 IN ACCORDANCE WITH THE REQUIREMENTS OF THE *Code of Federal Regulations on Protection of Human Subjects (45 CFR 46)*. THIS CERTIFICATION INCLUDES, WHEN APPLICABLE, REQUIREMENTS FOR CERTIFYING FDA STATUS FOR EACH INVESTIGATIONAL NEW DRUG TO BE USED (SEE REVERSE SIDE OF THIS FORM).

THE INSTITUTIONAL REVIEW BOARD HAS DETERMINED, AND THE INSTITUTIONAL OFFICIAL SIGNING BELOW CONCURS THAT:

EITHER ☑ HUMAN SUBJECTS WILL NOT BE AT RISK; OR ☐ HUMAN SUBJECTS WILL BE AT RISK.

5. AND 6. SEE REVERSE SIDE

7. NAME AND ADDRESS OF INSTITUTION

University of Massachusetts
Amherst, Massachusetts 01002

8. TITLE OF INSTITUTIONAL OFFICIAL Associate Director Office of Grant and Contract Administration	TELEPHONE NUMBER (413) 545-0698
SIGNATURE OF INSTITUTIONAL OFFICIAL	DATE JUL 1 1976

HEW-596 (Rev. [illegible]-75)

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO REQUESTING AGENCY.

OMB APPROVAL NO. 29-R0218

PART III - BUDGET INFORMATION — REVISED

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR [✓ REVISED] BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. Women's Educational Equity	13.565	$	$	$ 51,715.94	$	$ 51,715.94
2.						
3.						
4.						
5. TOTALS		$	$	$ 51,715.94	$	$51,715.94

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1) Women's Educational Equity	(2)	(3)	(4)	
a. PERSONNEL	$39,000.00	$	$	$	$39,000.00
b. FRINGE BENEFITS	1,145.13				1,145.13
c. TRAVEL	1,400.00				1,400.00
d. EQUIPMENT	na				na
e. SUPPLIES	400.00				400.00
f. CONTRACTUAL	na				na
g. CONSTRUCTION	na				na
h. OTHER	5,940.00				5,940.00
i. TOTAL DIRECT CHARGES	47,885.13				47,885.13
j. INDIRECT CHARGES	3,830.81				3,830.81
k. TOTALS	$ 51,715.94	$	$	$	$51,715.94
7. PROGRAM INCOME	$ na	$	$	$	$ na

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OMB APPROVAL NO. 83-R0218

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. na	$ na	$ na	$ na	$ na
9.				
10.				
11.				
12. *TOTALS*	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

Revised	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 51,715.94	$ 7,723.16	$ 15,150.26	$ 14,826.25	$ 14,016.26
14. NON-FEDERAL					
15. *TOTALS*	$ 51,715.94	$ 7,723.16	$ 15,150.26	$ 14,826.26	$ 14,061.38

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS *(years)*			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16. Women's Educational Equity	$ 102,982.70	$	$	$
17.				
18.				
20. *TOTALS*	$ 102,982.70	$	$	$

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

(additional specific information on budget breakdown attached)

22. INDIRECT CHARGES:

23. REMARKS:

PART IV - PROGRAM NARRATIVE *(attach per instructions)*

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REVISED BUDGET - FIRST YEAR

1. PERSONNEL- full time

1 Project Director	100%	$[redacted]	
1 Training Director	100%	[redacted]	
1 Evaluator	100%	[redacted]	
1 Clerical Administrative Assistant	100%	[redacted]	
Employee fringe benefits		1,145.13	
Content consultants for developing and revising training curriculum	16 days	1,600.00	
Skills development consultants for implementing the training	12 days	1,200.00	
Evaluation consultants	10 days	1,000.00	
U/Mass Amherst faculty and administrators as content and skills consultants	2% over 10 months	donated	
		subtotal	$43,945.13

2.NON-PERSONNEL

Phone and Postage	1,000.00	
Office Supplies	400.00	
Equipment Rental (Selectric and Dictaphone)	640.00	
Printing	500.00	
Travel	1,400.00	
	subtotal	3,940.00
	TOTAL DIRECT	$47,885.13

3.OTHER

University Overhead (at 8%)	3,840.81	
	Total Indirect	3,840.81

REVISED SCHEDULE OF ACTIVITIES
Women's Educational Equity Project

ACTIVITY	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Staff hired	X	X										
Office established	X											
Staff oriented to evaluation activities		X										
Project goals reviewed		X										
Needs Survey drafted		X										
Content consultants identified		X										
Content consultants hired		X								X		
Curriculum development begun		X										
Availability of training advertised		X										
University personnel confirmed for participation in training		X										
Process evaluation implemented		X	X	X	X	X	X	X	X	X	X	X
Needs Survey piloted and revised			X									
Objectives and learning opportunities for training modules complete			X									
Organization of training curriculum determined			X									
Evaluation strategies for curriculum finalized			X									
Participant outcome product evaluation strategies developed			X									
Centers selected for training			X									

WOMEN'S EDUCATIONAL EQUITY PROJECT
113 Draper Hall
University of Massachusetts
Amherst, Massachusetts 01002

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ACTIVITY	Sept	ct	Nov	Dec	Jan	Feb	March	ril	May	June	July	Aug
University personnel scheduled for training sessions			X	X	X	X	X	X	X			
Consultants for implementing training identified & hired			X	X	X	X	X	X	X			
Centers scheduled for training			X									
Needs Survey distributed nationally			X									
Needs Survey coded				X								
Needs Survey data analyzed					X							
Needs Survey data interpreted in validation context						X						
Campus facilities for training scheduled			X									
Training sessions				X	X	X	X	X	X			
Curriculum evaluation data analyzed				X	X	X	X	X	X	X		
Curriculum reviewed for revision				X	X	X	X	X	X	X		
Product evaluation data interpreted						X	X	X	X	X	X	
Evaluation findings and needs survey results synthesized										X		
Outside evaluator hired								X				
Outside evaluation implemented								X	X			
Outside evaluation findings reported											X	
Curriculum revised in light of outcome eval.										X	X	
Curriculum materials prepared for reproduction										X	X	X

ACTIVITY	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Criteria for regional centers determined(2nd yr)								X				
Application procedures set (2nd yr)								X				
Training for regional centers outlined (2nd yr)									X			
Interest in training determined (2nd yr)									X			
Continuation grant written									X			

WOMEN'S EDUCATIONAL EQUITY PROJECT
113 Draper Hall
University of Massachusetts
Amherst, Massachusetts 01003

PART III

TITLE OF PROPOSAL: Why Women Avoid the Study of Mathematics: A Longisectional Study

SUBMITTED TO:
Program of Research Grants on Education and Work
National Institute of Education

WRITTEN BY:
Lorelei Brush
Abt Associates Inc.
Cambridge, Massachusetts

COMMENT: This is a good example of a well-documented proposal. The principal investigator has shown a need for her research through the use of statistics and other data, while not overwhelming her audience with irrelevant information. She demonstrates that she has a well thought-out procedure, based upon a thorough literature search, previous related research, and a realistic time span. It is clear from her proposal that she has taken into account the critical factors which will affect her study. Supporting data are included in the appendices where they do not interfere with the flow of the proposal.

Since this is a contract, the applicant has been given an opportunity to respond in writing to portions of the technical proposal prior to funding. This is not the procedure for grant applicants, who are funded first and then adjust the plan of action.

NIE PROGRAM ANNOUNCEMENT

Note: This announcement is based on regulations published September 28, 1976, in the Federal Register, Vol. 41, No. 189, and proposal amendments to these regulations published on or about May 1, 1977 in the Federal Register. The final regulations governing this grants program are scheduled to be published in the Federal Register August 6, 1977.

Questions about this announcement should be directed to:

Research Staff
Education and Work Group
National Institute of Education
1200 19th Street, NW
Washington, D.C. 20208

Telephone: 202-254-5470

Women and Mathematics

Women's lower enrollment in the study of advanced mathematics precludes them from entering a variety of occupations requiring mathematical competence. Without such competence, women often find themselves very limited in terms of educational and occupational choices which can result in further occupational segregation by sex, limiting their access to a wide range of educational and occupational opportunities. *The central research question to be addressed by applications under this problem area is: What are the major positive and negative factors related to the participation and achievement of women in the study of mathematics and their preferences for occupations requiring mathematical competence?*

An applicant may focus on women alone or on male-female differences in school, home, community or work settings. The study of mathematics includes computation, comprehension, application, analysis and problem-solving at any level of schooling or training. However, an applicant must not limit the study of mathematics to basic computational skills or skills with computational algorithms. An applicant investigating participation in mathematics courses must investigate women's enrollment and retention rates in mathematics courses beyond the minimal school requirements.

An applicant must propose to do one or more of the following. Under each area there are examples of possible research studies which are intended to be illustrative, not prescriptive.

1. Identify and explain how selected cognitive, affective, educational, familial or social factors influence the achievement and participation of women in grades seven through twelve in their study of mathematics, their attitudes toward the study and usefulness of mathematics and their preferences for occupations requiring mathematical competence. An applicant must include reviews of related research and the development and testing of hypotheses based on a sound theoretical foundation.

Applications under this area are encouraged to investigate the interrelationships among the selected influencing factors and the dependent variables of achievement, participation, attitudes and preferences. Hypothesized relationships should be based on a sound theoretical foundcation and should emerge from previous research.

Selected cognitive factors might include aptitude as well as achievement measures such as grade in present or past mathematics courses, verbal or numerical ability, spatial visualization, cognitive style, problem-solving ability or scores on standardized or criterion-referenced mathematics tests. Affective factors might include such indiviudual characteristics as self-concept, confidence-anxiety (general or specific) or achievement motivation. Education factors might include characteristics of teachers, curriculum and instruction, activities of boys compared to those of girls, the ratio of boys to girls in the classroom, the school structure or extracurricular opportunities for each sex.

Factors from the family might include parental expectations, the role of early sex role socialization and importance of education to parents.

Social factors might include the influences of peer groups, or sex typing of mathematics as a male domain.

A possible study might investigate the relationship between parents' sex-typing of mathematics as a male domain and their expectations of their children's mathematical abilities and how these expectations influence their children's self-concepts as learners of mathematics, the children's perceived usefulness of mathematics, and their willingness to enroll in mathematics courses. Another study might look at the impact of sex fair textbooks on the participation, achievement and attitudes of junior high school girls.

2. Identify when and how women make major decisions regarding their participation in mathematics courses and occupations requiring mathematical competence. Identify and explain how major personal characteristics, social influences, and characteristics of institutions such as school and home affect these decisions. Explain how women make these decisions and how these decisions affect later occupational and educational outcomes. Decisions must include but not be limited to those made in grades seven through twelve.

Studies under this area might identify typical decision patterns for various selected groups of women identified by ability, minority group membership or major occupational or educational interest. For example, a study might identify women currently in occupations requiring mathematical competence such as engineering, computer technology, statistics or surveying, explore the decisions they made in choosing such occupations and identify the major influences on these decisions. Another study might investigate the major internal and external influences on the decision to take Algebra I.

3. Evaluate the impact of one or more programs designed to increase the participation and achievement of women in grades seven through twelve in mathematics courses or their preferences for occupations requiring mathematical competence. Identify the significant characteristics of these programs, assess their effectiveness relative to each other or a control group on a variety of achievement, participation and attitude measures and describe how these programs could be implemented in other locations, including necessary conditions for success such as staff development or other prerequisites. These programs might include intervention programs or schools where an unusually high percentage of women elect to study mathematics beyond the minimal requirements.

Additional examples of intervention programs include remedial coursework, tutorial sessions, special workshops or summer conferences for women interested in mathematics. A possible study might evaluate the impact of several intervention programs using various types of role models. Another study might investigate the characteristics of schools that contribute to high enrollment of women in mathematics courses beyond the minimal school requirement and compare these schools to those where the enrollment of women beyond the minimal school requirements is quite low.

National Institute of Education
Program of Research on Education and Work

NIE Use: ______

PROPOSAL FOR RESEARCH PROJECT

COVER SHEET
(Suggested Format)

Selected Area
___ Occupational Change
___ Assessment
_X_ Women and Math

Title of Study: Why Women Avoid the Study of Mathematics: A Longisectional Study (AAI No. 2997)

Principal Investigator:

Name: Dr. Lorelei Brush
Department: Education Area
Institution: Abt Associates Inc.
Street, Number: 55 Wheeler Street
City, State, Zip Code: Cambridge, MA 02138
Telephone: (617) 492-7100

Institutional Official Transmitting Application:

Name: Franklin E. Smith
Title: Vice President
Institution: Abt Associates Inc.
Street, Number: 55 Wheeler Street
City, State, Zip Code: Cambridge, MA 02138
Telephone: (617) 492-7100

Total Project Period: From Oct. 1, 1977 Through Sept. 30, 1979

Total Federal funds requested: $138,641

Federal funds requested for first 12 months: N/A

APPLICANT CERTIFICATIONS:

1. To the best of my knowledge and belief, statements in the attached proposal are true and correct, the document has been duly authorized by the governing body of the applicant, and the applicant organization will comply with HEW and NIE terms and conditions in effect at the time of award.

______ Date ______
Institutional Official

2. The undersigned agrees to accept responsibility for the scientific nad technical conduct of the research project and for provision of required reports if a grant is awarded as a result of this application.

Lorelei R. Brush Date ______
Principal Investigator

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ABSTRACT

To isolate the causes of women's avoidance of mathematics and to trace the development of their decision for non-participation, we propose a longisectional study of about 1200 students currently enrolled in the sixth and ninth grades. These students will be drawn from three diverse school systems (one rural, one suburban, one urban). Extensive data is currently available on a substantial subgroup of these populations from research conducted in 1976-77 by the proposed principal investigator, on why women avoid mathematics. Those students on whom data is available will comprise Cohort 1 in the proposed study and will be followed for two years through the use of a questionnaire administered once a year and follow-up interviews of those students whose interest in mathematics has changed most drastically over a year period. Cohort 2 will consist of the remaining children at Cohort 1's grade level in the three school systems, and will be tested by questionnaire in the first year of the proposed study, and by questionnaire and interview in the second year.

Eight areas have been defined as possible predictors of participation in mathematics and will be examined: quantitative ability; spatial ability; attitudes toward the creativeness, accessibility, and usefulness of mathematics; a stereotype of mathematics as a male domain; mathematics anxiety; influence of significant others; expectations of future quantitative experiences; and career aspiration. Analyses of the data will involve comparisons of the sexes on each variable, correlations of each variable with the criterion of participation (or plans to participate) in high school physical science courses, and assessments of the value of several structural equation models in explaining the interrelationships of all of the variables. Special path models will be tested dealing, in particular, with the process of development of the decision to avoid quantitative subjects.

1.0 STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

It is the purpose of the present research to define the cluster of cognitive and social/emotional variables which turn women toward or away from the study of mathematics, and to trace the development of their decision to avoid or participate in this important area of science. The Occupational Outlook Handbook published by the United States Department of Labor (1974) predicts that careers which require quantitative skills will have more job openings in the next 10 years than many other fields. If women wish to compete in the job market of the future, they need mathematical training now.

At this point in time, however, many women are curtailing their study of mathematics early in high school, and a relatively low percentage are electing quantitative courses in college. In comparison with 57 percent of the men applying to the University of California at Berkeley in 1972, only 8 percent of the women applicants had taken four years of high school mathematics. By the fall of 1973 the latter percentage had risen to 22, but still fell short of the men's which had advanced to 65 (Sells, Note 1). At Wesleyan University approximately 50 percent of the male undergraduates in the classes of 1974 and 1975 elected at least one mathematics course prior to graduation while the figure is 32 percent for their female counterparts (Wesleyan Department of Institutional Research, Note 2). Women are avoiding mathematics at a startling rate.

The implications of this avoidance are especially significant when one considers the career and job possibilities that women (and men) will find closed to them if they have no mathematical background. Mathematics is increasingly becoming the tool of an educated person whether s/he is preparing a career in one of the physical sciences which traditionally has required mathematics or a career in the biological or social sciences. A knowledge of econometrics is a necessity to today's economist, and a familiarity with statistical techniques (including use of the computer) is essential within such fields as psychology and sociology. Even some branches of music and literary analysis now utilize mathematics.

The job market reflects this increase very well. Of the 52 recruiters who interviewed Wellesley College seniors (an all-female group) in the spring of 1975, 37 (71 percent) were seeking to fill job openings which involved working with quantitative information. Sixteen (31 percent) specified that the jobs they were seeking to fill were open only to students who had completed a certain group of quantitative courses (Wellesley College Placement Office, Note 3).

The Carnegie Commission on Higher Education in its report entitled Opportunities for Women in Higher Education (1973) singled out the present deficiencies in the mathematical training of women in this country as one of the major problems in American higher education. We need to know why these deficiencies exist, and how they can be remedied.. The present research is designed to address these questions through a longisectional study of a group of 1000 children presently enrolled in the sixth and ninth grades. Extensive data on 642 of these children is available from the principle investigator's 1976-77 study of women's avoidance of mathematics (Brush, Note 4); the present study will extend this earlier data collection effort by following the development of those 642 children's plans to participate in quantitative courses and careers and by extending the sample to include all children in the appropriate grades of the initially tested school districts.

Results from the planned study will be generalizable to much of the American educational system because the sample is drawn from three very different school districts--one urban, one suburban, one rural--and is mixed in socioeconomic and ethnic background. The study will explore issues of import to all school districts by defining

- the major influences on student's participation in quantitative courses,
- the critical times at which decisions are made to enter or avoid quantitative areas,
- the developmental process through which these decisions are made,
- suggestions as to how schools may intervene to stop students' avoidance and to encourage their greater participation in mathematics and science.

2.0 REVIEW OF THE LITERATURE

2.1 Review of Previous Research

Differences between girls' and boys' interest in mathematics are not consistently found before puberty, but between the ages of 12 and 18, a consistent pattern of differences emerges. By the end of high school, it is males who wish to participate more in quantitative courses. Eight hypotheses are suggested in the literature to account for the development of the desire to avoid quantitative course work, especially in women:

- A lack of ability and especially quantitative ability as measured by standardized aptitude tests;
- A lack of spatial ability as measured by appropriate standardized tests;
- Negative attitudes about the usefulness and significance of studying mathematics, a view of the subject as very difficult, and a belief that one cannot be creative in math, one must simply memorize rules;
- The belief that mathematics is a male domain;
- High anxiety in situations which require quantitative skills;
- The perception that significant others (parents, teachers, peers) expect you to perform less well in quantitative areas than in humanities areas;
- Career aspirations for which mathematics is irrelevant;
- Low expectations of one's liking of or performance in future mathematics courses.

The most significant literature in support of each hypothesis is discussed below. An extended reference section is appended (see Appendix A).

2.1.1 Mathematical Ability

In reviewing an extensive literature on differential abilities, Maccoby and Jacklin (1974) point out the consistency of the finding that girls' and boys' scores on mathematical aptitude tests do not differ up to the age of about 12, begin to diverge at puberty, and continue to diverge until, at the end of high school, males frequently score above females in mathematical ability. Significant sex differences are found on such aptitude measures as the Scholastic Aptitude Test mathematics section and on such achievement measures as high school grades (Aiken, 1970(a); 1971, 1976; Anastasi, 1958; Astin, 1974; Fennema, 1974, Fennema & Sherman, 1977; Flanagan, 1976; Flanagan et al, 1964; Fox, 1975; Glennon & Callahan, 1968; Mullis, 1975; Wilson, 1972; Fox, Note 5).

2.1.2 Spatial Ability

Maccoby and Jacklin (1974) reach a similar conclusion about girls' and boys' scores on tests of spatial ability, a conclusion supported by a recent literture review by Fennema (Note 6). From puberty onward males surpass females on such tests of spatial skills as the Differential Aptitude Test's Space Relations section (Aiken, 1971, 1973; Fennema, 1975; Fennema & Sherman, 1977, Sherman, 1967).

2.1.3 Attitude

The mathematical attitude scales cited in the literature include questions from three very different areas: attitudes toward the discipline of mathematics; thoughts about scientists or mathematicians; and emotional reactions (usually anxiety) in the face of quantitative situations. Many instruments combine questions from all areas; some reseराchers using these measures have found sex differences in high school and college students (Aiken, 1972a, 1976; Aiken & Dreger, 1961; Dreger & Aiken, 1957; Hilton & Berglund, 1974) and one has not (Roberts, 1969). Those studies which located differences found males to be more positive about the study of mathematics than females. But is is difficult to judge just which of the issues raised by the scales' questions were causing the negative responses. To ferret out causes one must consult research which deals with issues individually.

Husen (1967), for example, divided the area of attitudes toward the subject matter of mathematics into three concerns: math as a (creative) process; math as difficult or accessible to most people; math as useful to know. In his study of these attitudes in 13- and 17-year-olds in 12 countries he found that males were more positive about the field of mathematics than females, feeling that it was more creative, more accessible, and more useful. Support for sex differences in the perceived usefulness of mathematics is provided by Fox (Note 5), Hilton & Berglund (1974), and Haven (1971). However, studies on usefulness do not universally find sex differences. In only two of the four high schools tested by Fennema & Sherman (1977) did males see mathematics as more useful than females, and in the Aiken (1974) testing no sex differences were apparent. A conservative summation of this area of research is that when sex differences are found in middle school and older groups, it is the men who see math in a more positive light.

2.1.4 Math as a Male Domain

Research in this area may be divided into two parts, the sex-typing of scientists and the sex-typing of quantitative subject matter. Results about the stereotypes of scientists indicate that both male and female students see scientists as intelligent, masculine, hard-working, dependable, but socially withdrawn, indifferent to people, and low in social popularity. Humanists, on the other hand, are seen as creative, intuitive, warm and affectionate, and exciting (Ahlgren & Walberg, 1973; Beardslee & O'Dowd, 1961; Hudson, 1967; McNarry & O'Farrell, 1971; Fox, Note 5; Sherman & Fennema, Note 7). Thus, the sexes do not differ in their descriptions of scientists and humanists; rather they seem to agree that members of each occupation share certain sex-typed qualities. Mathematicians have many clearly masculine attributes, humanists many clearly feminine (Rosencrantz, Vogel, Bee, Broverman, & Broverman, 1968). Results about the subject matter reinforce the findings about scientists. Mathematics is often considered a male domain (Aiken, 1970(b); Ernest, 1976; Fox, Note 5; Sherman & Fennema, Note 7; Casserly, Note 8). Further, this sex-typing of mathematics and people who participate in it appears to inhibit female achievement and desire to continue participating (Fennema & Sherman, 1977).

2.1.5. Mathematics Anxiety

The literature on anxiety toward mathematics or quantitative studies yields some conflicting results on sex differences. The more popular literature (Tobias, 1976) holds that women are by far the more anxious, while research-oriented studies have not universally supported this view (Dreger & Aiken, 1957; Fennema & Sherman, 1977; Richardson & Suinn, 1972; Suinn, Edie, Nicoletti, & Spinelli, 1972; Brush, Note 9). If differences are found on a mathematics anxiety measure, it is women who are seen as more anxious, but there is a problem with this finding: Maccoby and Jacklin (1974) and Sarason and Winkle (1966) report that women always rate themselves as more anxious than men rate themselves, whatever the area in question. Clinicians judge, however, that the sexes do not differ in level of anxiety. Conclusions about sex differences in anxiety therefore require that attention be paid to this problem.

2.1.6 Influence of Significant Others

The most potent socialization influences on children come from parents, peers, and teachers. Research in this area suggests that each group expects that in high school, boys will outperform girls in quantitative subjects and, in consequence, each group seems to encourage boys more in their participation in mathematics (Ernest, 1976; Fennema & Sherman, 1977; Sells, Note 1; Sherman & Fennema, Note 7; Casserly, Note 8; Levine, Note 10). Since encouragement is an effective motivation for students participation in mathematics (Anderson, 1963; Ernest, 1976; Haven, 1971; Poffenberger & Norton, 1956; 1959; Rosenthal & Jacobson, 1968; Casserly, Note 8; Luchins, Note 11), these sex differences in expectations and encouragement would seem a powerful predictor of differential course taking.

2.1.7 Expectations

As well as asking students to discuss their past and present attitudes toward mathematics, one can ask them to anticipate their future experiences. A typical mode of asking this question is to ask about the degrees to which students believe they will like the various subjects in the curriculum in their next or future years of school. Girls usually believe they will enjoy mathematics and science less than other school subjects while boys feel they will enjoy these subjects more (Aiken, 1970a, b, 1974, 1976).

2.1.8 Career Aspirations

Fox (Note 12) reports that the presence of a clear career goal is an excellent predictor of a girl saying she wishes to continue and excel in her study of mathematics. Students with no notion of future career state that they would not even enter an accelerated mathematics course if it were offered at their school; they are happy in the regular curriculum. Because many junior high and high school girls are not career-oriented (Barnett &

Baruch, Note 13), they may be making those critical decisions to avoid essential preparation for the waiting job market.

2.2 Relevant Research by the Principal Investigator

With the aid of a Spencer Foundation grant the principal investigator spent the 1976-77 school year examining five of the eight hypotheses listed in Section 2.0 (Brush, Note 4). The data gathered on 985 sixth, ninth, and twelfth grade students from three school systems (rural, suburban, and small city populations) involved measures of the following variables: quantitative and verbal ability (IQ scores, Math percentile, Verbal percentile on standardized tests); attitudes toward the creative nature of mathematics (Math is Creative scale); attitudes about the accessibility of mathematics to a majority of people as opposed to a special talented few (Math is Easy scale); attitudes toward the usefulness of mathematics for oneself and others (Mathematics is Useful scale); anxiety in quantitative situations (Mathematics Anxiety scale); ranking of one's anticipated liking of future mathematics, chemistry, and physics courses (Liking of Physical Science); anticipated involvement in high school physical science courses (Participation in Physical Science); and career plans (Level of Education Desired and Career in Science).

The purpose of the research was not only to discover significant correlates of participation in quantitative courses, but also to closely examine age and sex differences in children's scores on the measured variables, and to propose and test a model which would demonstrate a causal linking of the predictor variables and the criterion of participation in math and science.

The findings on the sample as a whole confirmed the hypotheses from the literature that these variables are important correlates of extended participation in high school mathematics and physical science:

- Ability. Students with higher quantitative aptitude scores planned to take or had taken more high school mathematics and physical science courses. In addition, students with higher verbal aptitude scores, higher IQ scores, and higher ideational fluency scores took more quantitative courses than students with lower scores. These findings in verbal areas were not anticipated by research evidence, but were suggested by many school personnel as important to investigate.
- Attitudes. Students with very positive attitudes about mathematics, students who thought it was easy, creative, and useful, chose to take many math and physical science courses in high school.
- Anxiety. Students who saw themselves as relaxed or not at all anxious in mathematical situations wished to take many mathematics courses.
- Future liking. Students who anticipated that they would like future courses in physical science chose to enroll in many physical science courses.
- Career aspirations. Students with plans for a career in science and/or a career which requires a high level of education enrolled in many high school physical science courses.

However, sex differences were not always apparent. It was clear that males wished to take more physical science courses than females, that males held more positive attitudes toward mathematics and were less anxious in quantitative situations, but there were no sex differences in any ability measure, on liking of future math and science courses, or in the number of students desiring careers in science and the level of education required for the desired careers.

The age progression, on the other hand, was as expected. Sixth graders were most positive in their attitudes about math and least anxious in quantitative situations followed by ninth and then twelfth graders. It was interesting to note that the sexes differed in the timing of the largest differences between anxiety and attitude means. A large difference was apparent between girls in sixth and ninth grade while the large difference for boys was between the ninth and twelfth grade means. Thus, there were no sex differences in the sixth grade sample, but the large drop in the girls' means from sixth to ninth grade led to large sex differences in the ninth graders' means. Because of the drop in the boys' means from ninth to twelfth grades, few sex differences were found in the twelfth grade means. This provides us with considerable insight into the progression of attitude change, but is still not optimal in explaining why those sex differences arise.

In order to clarify the relationship of sex, the set of hypothesized "causal" variables, and participation in mathematics and physical science courses, a structural equation model using all of these factors was developed and tested (see Figure 1). To form the cluster variables used as predictors of participation in physical science, the factors which had been hypothesized to strongly correlate with the criterion were grouped in a logical fashion (Wainer, 1976) The Ability cluster combined Math percentile, with Verbal Percentile, IQ, and Ideational Fluency scores; the Attitudes cluster groups together Math is Easy, Math is Creative, Math is Useful, and Mathematics Anxiety (low); the Expectations cluster joined Liking of Future Physical Science courses with plans for a Career in Science and a High Level of Education. Their placement in the diagram was determined using the criteria of possible causality cited by Duncan (1975) and Kenny (Note 14).

Figure 1

Path Model from Brush (Note 4)

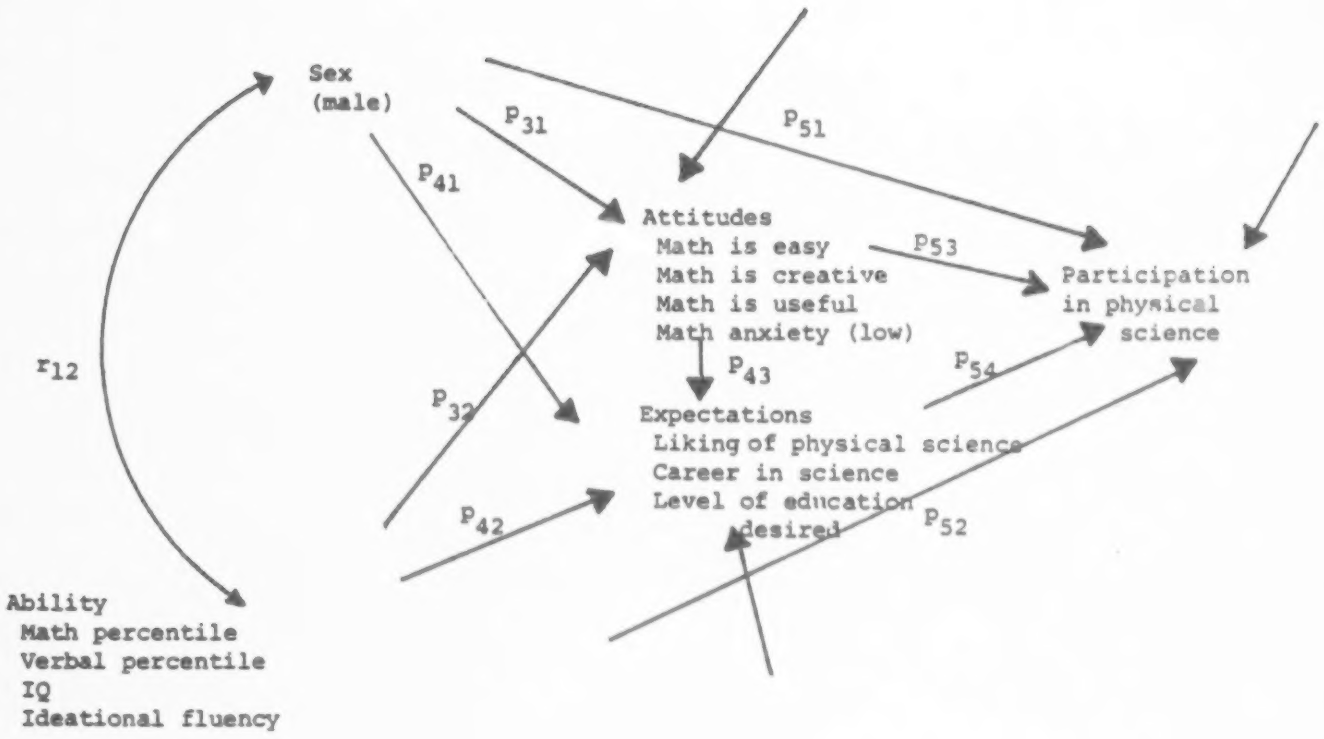

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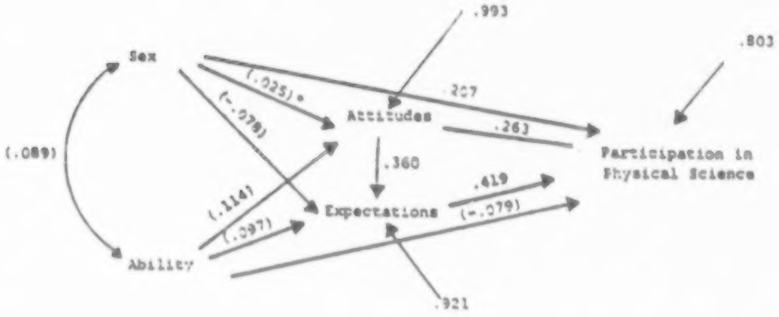
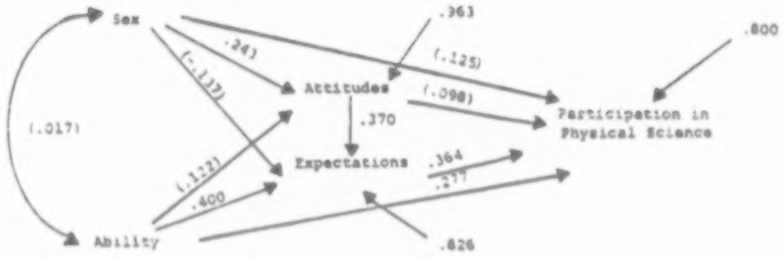
Figure 2

Path Diagrams with Coefficients for Each Grade

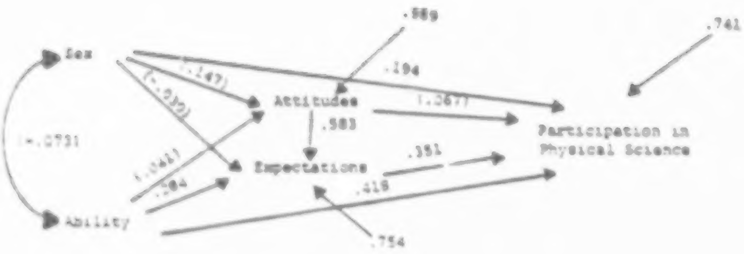
(a) Sixth Grade



(b) Ninth Grade



(c) Twelfth Grade



*Parentheses surrounding a path coefficient imply that the F-test associated with the coefficient was not significant for $p <$ [illegible]

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Of central concern to the study were the eight possible routes from Sex to Participation in Physical Science: the direct path from Sex to Participation; and the indirect routes of Sex to Ability to Participation, Sex to Attitudes to Participation, Sex to Expectations to Participation, Sex to Ability to Attitudes to Participation, Sex to Ability to Expectations to Participation, Sex to Attitudes to Expectations to Participation, and Sex to Ability to Attitudes to Expectations to Participation. Through the technique of path analysis one may estimate each of the path coefficients, P_{ij}, from a causal variable j to an effect variable i. Those path coefficients which are large indicate a strong causal relationship between the two indexed variables. If all of the path coefficients along a proposed route from sex to course participation are large, then that route is of special explanatory interest.

Because of the age differences in the study, path analyses were done separately for the sixth, ninth, and twelfth graders. These appear in Figure 2. A different cause and effect sequence operated in each of the age groups:

- For sixth graders, Sex (male) was directly related to a desire to take many math courses, but was independent of the cluster of Attitude scores and the Expectations variable. Thus these latter variables do not function as intervening variables for this age group. Sex was in fact, third out of the four variables for this age group. Sex was in fact, third out of the four variables tested in its explanatory power; Expectations and Attitudes were better predictors of a child's plans to take a good deal of science and mathematics.

- For ninth graders, the best explanatory path was from Sex to Attitudes to Expectations to Participation. That is, males had much more positive attitudes about math than females which caused them to have higher expectations about their future in quantitative fields. These higher expectations then led to plans to enroll in a large number of physical science courses.
- For twelfth graders Sex (male) led directly to greater participation in physical science as it had for the sixth graders. No variable in the system intervened. However, for this grade Sex was third in effectiveness as an explanatory variable behind Ability and Expectations.

It thus appears as though Sex participates as an explanatory variable for all three age groups, but in no case is it accounting for the largest amount of variance in participation rates. The direct paths from Sex to Course Participation have relatively large coefficients in the sixth and twelfth grades, but these are overshadowed by coefficients from other explanatory variables. In the ninth grade a clear route from Sex to Course Plans implicates Attitudes and Expectations as intervening variables, helping explain differential course participation. From this kind of result one can make suggestions about intervention strategies to encourage more women to participate in math and science. If one could successfully change students' Attitudes, the explanatory route suggests that their Expectations would alter and consequently, their Participation rate.

2.3 Limitations of Previous Research and Future Directions for Investigation

Although the recent work of the principal investigator extends the analyses of other researchers, it is clear that our knowledge is still

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2.3 Limitations of Previous Research and Future Directions for Investigation

Although the recent work of the principal investigator extends the analyses of other researchers, it is clear that our knowledge is still limited. Chiefly, these limitations and their implications for future studies are:

- The endless number of correlational studies needs to be extended through further use of such techniques as path analysis in order to understand the relationship of gender and participation in the physical sciences. More extensive models should be used, picking up all eight of the factors cited in recent research, and dealing with several possibly causal sequences.
- Most available data is cross-sectional and involves a single testing session for each child. Although such research may suggest critical times for changes in attitudes toward mathematics or the formation of career decisions, it cannot demonstrate the progress of the changes in individuals. Longitudinal research is sorely needed. The little that is presently available (Anttonen, 1969, Hilton and Berglund, 1974) is primarily concerned with attitude change and change in level of achievement, and would benefit from research testing a wider set of hypotheses.
- A large majority of the available literature addresses the question of what children's attitudes or abilities are today, without inquiring into why those attitudes exist. Further information from interviews is required to determine what experiences of the child in school classes and outside of school have helped these attitudes develop.

The past year of research by the principal investigator has established a large-scale data base which can effectively be exploited to surpass the above limitations. Thus, this application to the National Institute of

Education is for the funding of a two-year project which will involve all of the following features:

- The testing of hypotheses from each of the eight areas of relevant research through an extensive questionnaire given to all students;
- The use of a longisectional design which permits monitoring of the development of the desire to participate in or avoid mathematics;
- Follow-up interviews of students to pinpoint why decisions to avoid mathematics are made. A questionnaire study which measures all variables in a path model can still only show how the cause and effect process works, not why;
- Statistical analyses using causal models which implicate all eight areas as possible causes in student's avoidance of mathematics.

3.0 OBJECTIVES

The proposed study meets the needs and overcomes the limitations of the studies cited in sections 2.0 and 2.1. The objectives of the proposed research are as follows:

(1) To determine the significance of each of eight factors in accounting for sex differences in participation in high school physical science courses: ability scores (quantitative, verbal, IQ); spatial-visualization ability; attitudes about the creativeness, accessibility, and usefulness of mathematics; the notion that math is a male domain; mathematics anxiety; future expectations of experiences with mathematics; influence of significant others; career aspirations.

(2) To examine the development of sex differences in these areas through a longisectional design.

(3) To develop and test several path models which may explain the interrelationships of the eight factors suggested by the literature in "causing" lower participation rates of women in mathematics.

(4) To specify the experiences which children feel are the cause of their attitudes and anxiety about mathematics, their career plans and future course plans in quantitative areas.

(5) To create a booklet which will be accessible to school systems to explain the results of this and related research and to provide specific suggestions emerging from the results as to how a school system can encourage more girls to participate in mathematics.

4.0 PROCEDURE

The procedures section is divided into six sections: Design; Sampling; Analysis: Year 1; Analysis: Year 2; Instrumentation; and Permissions.

4.1 Design

The planned study will involve two years of data gathering on approximately 1200 students. Cohort 1 will consist of the 341 sixth and 342 ninth grade students on whom extensive data is available from the Brush 1976-77 project (Note 4). The sixth graders will be followed through seventh and eighth grade, the ninth graders through eleventh grade, so that at the end of the 1978-79 school year this longisectional testing will provide data on sixth through eleventh graders. Because data are also available on 302 twelfth graders from the Brush 1976-77 study, the entire age span of special interest to NIE will be covered. Cohort 2 will be composed of the approximately 520 students who are in the same grades and school systems as the students in Cohort 1, but were not tested in 1976-77.

In Year 1 of the project all students will be given a questionnaire which will take up one 40-minute class period. All eight of the hypothesized areas of relevance to participation in the physical sciences will be tapped. Those students in Cohort 1 who show the greatest amount of change in scores from the 1976-77 testing to the Year 1 testing (1977-78) will then be interviewed to assess why those changes have occurred.

In Year 2 of the project all students will be re-tested using a similar questionnaire, and students in both Cohorts 1 and 2 will be chosen for interviews on the basis of their change scores from Year 1 to Year 2. The following diagram summarizes the design:

Cohort	Sample	Data available	Data to be gathered	
	(1976-77 grade levels)		Year 1 (1977-78)	Year 2 (1978-79)
1	341 sixth graders 342 ninth graders	Ability scores Questionnaires	Spatial-visualization scores (10th graders) Questionnaires Interviews	Spatial-visualization scores (8th graders) Questionnaires Interviews
2	200 sixth graders 320 ninth graders		Ability scores Spatial-visualization scores (10th graders) Questionnaires	Spatial-visualization scores (8th graders) Questionnaires Interviews

Let us consider each element of the data gathering in turn.

Ability and spatial-visualization scores. For Cohort 1 scores of IQ, verbal percentile, and math percentile were acquired in 1976-77 from the school's Guidance Departments. They will be requested for Cohort 2 in Year 1 of the proposed research. The spatial-visualization scores from the DAT Space Relations section will be collected in Year 1 for the then tenth graders in Cohorts 1 and 2; they will be available in Year 2 for the then eighth graders in all school systems. Permission for the release of these scores has been secured by the principal investigator.

Questionnaire. In Year 1 the questionnaire will consist of two parts: background information and scales to measure the eight hypothesized variables of interest. In Year 2 the questionnaire will consist of only the scales. Background data will include sex, age, ethnic background, grade in school and school attended by the child, number and age of siblings, and parental occupations and education. Such information should not change in unpredictable ways from Year 1 to Year 2.

The second part of the questionnaire for Year 1 and the total questionnaire for Year 2 will measure the following variables using the specified scales:

Variable name	Measure to be used
Attitudes toward mathematics	Math is Easy Math is Creative Math is Useful
Male Stereotype of mathematics	Math as a Male Domain
Anxiety	Mathematics Anxiety Scale
Expected Liking	Liking of Physical Science
Influence of Significant Others	Significant Others: Math
Career Aspirations	Career in Science Level of Education Desired
Participation in Physical Science	Participation in Physical Science

Each of the scales is described in Section 4.5.

In addition to these scales, a comparable set of measures inquiring about English will be given: English is Easy; English is Creative; English is Useful; English as a Female Domain; Humanities Anxiety Scale; Liking of Humanities; Significant Others: English. Not only does this aid the questioning process by mediating the concentration on mathematics, but more importantly, it provides the researcher with a necessary foil for the findings about mathematics. Without this data it is impossible to separate negative attitudes toward mathematics from poor attitudes about school in general. Inclusion of these scales permits one to examine the relative as well as the absolute stance of a child about mathematics.

Eight of the measures listed have been successfully used by the principal investigator in the 1976-77 school year. Only Math as a Male Domain and Significant Others: Math (and their English counterparts) will be added to the 1976-77 group in Years 1 and 2. From this previous research it is clear that the allotted time will be sufficient for the testing. Second, because so many of the scales are the same throughout the testing of these children, change scores can readily be defined from the questionnaire measures.

All testing will be done in the children's English classes because not all high school students take mathematics.

Interviews. In Year 1 those 50 children in Cohort 1 whose scores show the greatest amount of change--either upward or downward--will be chosen for one-to-one interviews with the principal investigator or a research assistant. The focus of the interview will be on those experiences of the child which s/he feels elicited the change. Questions will request the child to discuss classroom experiences as well as the influences of parents and peers.

In Year 2 those 50 children in Cohorts 1 or 2 who show the most extreme changes will be interviewed. If this group is not representative of both sexes, both age groups, and all three school systems, an additional sampling will be made to insure adequate representation of all parties.

All interviews will be conducted during a study hall, and should involve only 15-20 minutes of the student's time.

4.2 Sampling

Table 1 provides a description of the sixth and ninth grade groups in Cohort 1. About a third of each age group come from Durham/Middlefield, Connecticut (D), a rural area in Southern Connecticut where a majority of families share a working class background. That is, on the Hollingshead

TABLE 1

Description of Cohort 1

Grade level	Sixth			Ninth		
School District	D*	M	W	D	M	W
Number	109	117	115	118	101	123
Mean age (Years)	10.98	11.25	11.24	14.05	14.35	14.35
Sex (Male/Female)	50/59	73/44	57/58	49/69	42/59	47/76
Percent working class	56	44	16	53	66	14
Percent mothers employed	55	65	41	57	59	54
Percent college-bound	87	72	97	68	61	94

*D is Durham/Middlefield, Ct; M is Middletown, Ct; W is Weston, Ma.

and Redlich (1958) scale of father occupations, 56 percent of the sixth grade fathers and 53 percent of the ninth grade fathers had jobs which scored 5 or higher. Jobs scoring from 1 to 4 were judged to be middle/upper class occupations. Another third of the sample were selected from the small city of Middletown, Connecticut (M). Of the sixth grade fathers in this group 44 percent held working class positions while 66 percent of the ninth grade fathers held such positions. The final third of the sample was drawn from the surburban community of Weston, Massachusetts (W) where only 16 percent of the sixth grade fathers and 14 percent of the ninth grade fathers held working class jobs.

Thus, the sample includes a wide range of socio-economic groups from quite different communities. Results from research on this sample of students may be expected to be generalizable to an equally wide ranging group.

The initial sample size for the present research is expected to be about 1200 students because Cohort 1 contains 683 students and Cohort 2 will contain the additional 520 students in the appropriate grades in these school systems. As is always the case in longitudinal research, many children will not be present for all three testings due to their absence from school on the day of a testing or the fact that their families have moved from the district. A conservative estimate of final sample size is thus 1000.

4.3 Analysis: Year 1

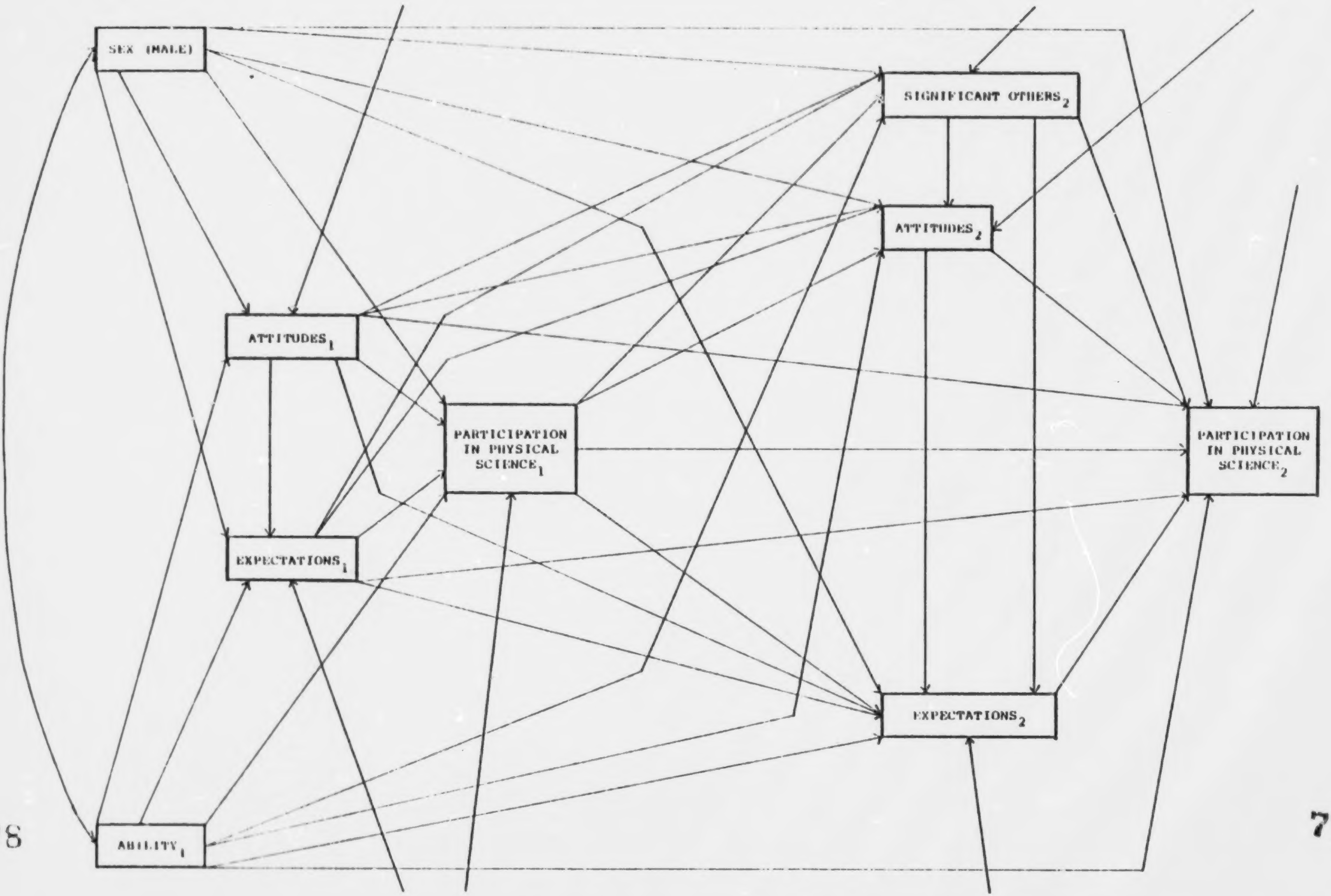
In this first year three problems are presented: analysis of the data of Cohort 1; choice of students to be interviewed; comparison of Cohorts 1 and 2. Let us consider each in turn.

Analysis of Cohort 1 Data. The first set of analyses will describe the scores of Cohort 1 on all of the questionnaire variables, and compare groups within this cohort on the basis of school, grade, SES, and sex. Four-way analyses of variance will accomplish this purpose. The variable of school is included because the participating school systems are particularly interested in these differences. As is true of the other three variables, such differences provide insight into those groups with extreme views about mathematics which it would behoove a researcher to explain. The sex differences results are critical.

The second set of analyses will consider the longitudinal data available for this Cohort through the use of a path analysis. Figure 3 presents the model to be analyzed, while the description of the measures used to construct each of the names variables is presented in Table 2. Variables with a subscript of 1 are derived from already gathered 1976-77 data while those with a subscript of 2 come from Year 1 data. One should note that the cluster variables used in the path analysis involve only the measures of mathematical attitudes, expectations, and course choices, not the measures about English. In addition, spatial ability is not included in Year 1's model because data will only be available on the older children in the group. Though separate analyses will be done for the seventh and tenth graders, it was decided that the most fruitful anlayses would contain the same information for both grades.

The results of the path analysis will demonstrate which variables stand in a causal relationship to a student's desire to participate in physical science in Year 1, and will illustrate the sequence of the development of this desire. To summarize the model one may say that it is fully recursive with all variables measured, and it may be described by the following set of structural equations:

FIGURE 3



PATH DIAGRAM FOR YEAR 1 ANALYSIS: COHORT I

NOTE: All lines, except for the curved line connecting SEX and ABILITY$_1$, represent straight lines.

Table 2

Description of measures used in the path model variables of Figure 3.

Possible Causal Factors	Measures Used in 1976-77	Cluster Variables in Path Model	Measures Used: Year 1	Cluster Variables in Path Model
Ability (Quantitative and verbal)	IQ test Math percentile Verbal percentile	Ability$_1$	--	--
Spatial Ability*	--	--	--	--
Attitudes about Mathematics	Math is Easy Math is Creative Math is Useful	Attitudes$_1$	Math is Easy Math is Creative Math is Useful	Attitudes$_2$
Anxiety	Mathematics Anxiety		Mathematics Anxiety	
Stereotype of Mathematics	--	--	Math as a Male Domain	
Influence of Significant Others	--	--	Significant Others: Math	Significant Others$_2$
Expected Liking of Physical Sciences	Liking of Physical Science	Expectations$_1$	Liking of Physical Science	Expectations$_2$
Career Aspirations	Career in Science Level of Education Required		Career in Science Level of Education Required	

$$\text{Attitudes}_1 = p_{31} \cdot \text{Sex} + p_{32} \cdot \text{Ability}_1$$

$$\text{Expectations}_1 = p_{41} \cdot \text{Sex} + p_{42} \cdot \text{Ability}_1 + p_{43} \cdot \text{Attitudes}_1$$

$$\text{Participation in Physical Science}_1 = p_{51} \cdot \text{Sex} + p_{52} \cdot \text{Ability}_1 + p_{53} \text{ Attitudes}_1 + p_{54} \cdot \text{Expectations}_1$$

$$\text{Significant Others}_2 = p_{61} \cdot \text{Sex} + p_{62} \cdot \text{Ability}_1 + p_{63} \cdot \text{Attitudes}_1 + p_{64} \cdot \text{Expectations}_1 + p_{65} \cdot \text{Participation in P.S.}_1$$

$$\text{Attitudes}_2 = p_{71} \cdot \text{Sex} + p_{72} \cdot \text{Ability}_1 + p_{73} \cdot \text{Attitudes}_1 + p_{74} \cdot \text{Expectations}_1 + p_{75} \cdot \text{Participation in P.S.}_1 + p_{76} \cdot \text{Significant Others}_2$$

$$\text{Expectations}_2 = p_{81} \cdot \text{Sex} + p_{82} \cdot \text{Ability}_1 + p_{83} \cdot \text{Attitudes}_1 + p_{84} \cdot \text{Expectations}_1 + p_{85} \cdot \text{Participation in P.S.}_1 + p_{86} \cdot \text{Significant Others}_2 + p_{87} \cdot \text{Attitudes}_2$$

$$\text{Participation in P.S.}_2 = p_{91} \cdot \text{Sex} + p_{92} \cdot \text{Ability}_1 + p_{93} \cdot \text{Attitudes}_1 + p_{94} \cdot \text{Expectations}_1 + p_{95} \cdot \text{Participation in P.S.}_1 + p_{96} \cdot \text{Significant Others}_2 + p_{97} \cdot \text{Attitudes}_2 + p_{98} \cdot \text{Expectations}_2$$

Choice of Students to Interview. Change scores will be defined for all children on the path variables of Attitudes, Expectations, and Participation in Physical Science. To take account of possible ceiling and floor effects, the measure of change will be a proportion: amount of actual change over amount of possible change. The 70 students who show the largest proportional change on each of the variables will be isolated, and those 50 students whose change on all three variables seems most extreme will be interviewed.

Comparison of Cohort 1 and Cohort 2. These two groups will be compared on all measured variables and on ability scores through the use of analyses of variance of Cohort x Sex for each of the age groups separately.

4.4 Analysis: Year 2

Similar analyses will be carried out in the second year to again describe Cohort 1's and Cohort 2's responses, and to test a more elaborate path model which will include the Year 2 data as well as the previous two years of data. Because longitudinal information is available at this point on both cohorts, path analyses may be done for Cohort 1 and for Cohort 2. It is hoped that Cohort 2 will serve to replicate the findings on Cohort 1.

Again in this second year students whose proportional change scores are maximal will be interviewed about the causes of those changes. And, lastly, Cohort 1 and Cohort 2 may be critically compared.

4.5 Instrumentation

The questionnaire to be used in Years 1 and 2 of this study will be very similar to the one used in the Brush 1976-77 study (Note 4). That questionnaire as given to ninth graders appears in Appendix B. The packet first includes questions about family background, then asks about plans for participation in the various disciplines in high school, liking of school subjects, career plans, and lastly attitudes and anxiety about math and English. The questionnaires for Years 1 and 2 will follow a similar ordering.

Family background. The initial questions will ask about age, sex, ethnic background, school, father's and mother's employment and education and number and ordering of siblings. Only Year 1's questionnaire will include these questions.

Course plans. Questions in this area will differ for the seventh (eighth) and tenth (eleventh) graders. The younger group will be asked to circle the course they would prefer to take when presented with six pairs of courses. In each instance, one member of a pair will be math or science, the other English, social studies, or a foreign language. Preferences for mathematics (or science) can then be scored from 0 to 3 depending on the frequency of its selection. Preference for humanities will be the number of instances in which humanities are preferred over mathematics.

For the older group a list of the school's humanities and science departments will be provided, and students will be asked to write down the number of courses they will have taken in each department by the time of graduation. Course plans in mathematics, the extension of the younger students' preference score, will be scored as number of years beyond two (which are required in each high school) which the student plans to take or has taken, and will range from 0 to 3. Course plans in science, the extension of the younger students' preference for science, will be a sum of the number of chemistry, physics, and astronomy courses a student is involved in, and can also range from 0 to 3. The criterion variable in this study, Participation in physical science, will be a sum of course plans in mathematics and in science. Course plans in humanities will be derived from three sources: the answer to "If you could, would you take more English courses than the required four years?"; a check on whether or not the student plans to take a foreign language; and a check on whether or not the student wishes to take more history or social studies courses than the two years required. One point will be scored for each involvement in the humanities yielding a 0 to 3 scale. These questions will remain the same in Years 1 and 2.

Liking of Courses. All students will be asked to rate a list of courses from 1 to 5 according to how well they think they would like a course in that area. On this scale a 1 represents "I expect to dislike it very much," a 2 "I expect to dislike it somewhat," a 3 "I am indifferent," a 4 "I expect to like it somewhat," and a 5 "I expect to like it very much." Younger students will rate English, a foreign language, mathematics, social studies, and science while the older students will rate biology, chemistry, English, history, languages, mathematics, and physics. The variable called Liking of physical science will be a mean of the liking of math and science for the younger group and of math, chemistry, and physics for the older group. Liking of humanities will be a mean of liking for English, languages and history or social studies. This scoring will remain the same for the complete longitudinal study.

Career plans. Students will be asked to list their first three choices for a career. Each choice will be rated for the level of education required with a 0 representing high school diploma, a 1 a college degree, and a 2 an advanced degree, and also for the area of the career, science or otherwise.

Attitude and anxiety scales. Items from ten attitude scales will be intermeshed to form an attitude inventory. On each item a student will be requested to strongly agree, agree, express uncertainty, disagree, or strongly disagree with the import of the statement. For coding purposes a strongly negative feeling toward a subject will be given a 1, a somewhat negative feeling 2, indifference 2, a somewhat positive feeling 4, and a strongly positive feeling 5.

Two of the scales (Math is Easy, English is Easy) will contain items about the difficulty or accessibility of math or of English. Such items as "I'm not the type to do well in math" and "English is a difficult subject" are typical of these scales. Ten items ask about math (five negative, five positive) and eight about English (four negative, four positive). It is possible to further subdivide each of these scales into groups of items which discuss a subject matter in general and groups which discuss a student's own experience with a subject.

Two additional scales (Math is Creative, English is Creative) will deal with the creative nature of math or English, and use statements such as "Mathematics can be exciting" and "The work assigned is dull" to elicit student opinion. An equivalent number of items are used for the scales as are used in the first scales described, and the scales on creativity can similarly be subdivided.

A third pair of attitude scales (Math is Useful, English is Useful) deals with the usefulness of the two subjects. Such items as "English is a worthwhile and necessary subject to study" and "I will use math in many ways as an adult" are typical of these groups. Ten items are about math, eight about English, and, again, each scale can be subdivided.

These three pairs of scales were derived from those used by Husen (1967) and those of Fennema & Sherman (Note 15) for use in the Brush (Note 4) research. Husen's division of questions was selected as representative of the content of the majority of math attitude scales, but his questions needed modification for the lower reading capabilities of some of the children in the present research project. The Fennema & Sherman questions tended to be easily read and understood, and were useful in this sense. Questions about English paralleled those about math, though fewer in number. Information on the reliability of the present forms of the scales is not yet available, but will be discerned prior to their second use.

The last pair of scales, Mathematics anxiety and Humanities anxiety, are simplified forms of items on the Mathematics Anxiety Rating Scale (Richardson & Suinn, 1972; Suinn, Edie, Nicoletti, & Spinelli, 1972) and on the Fennema & Sherman math anxiety scale (Note 15), with parallel items constructed about English. Representative items include "Math doesn't worry me at all" and "It bothers me to have to take English all the way through high school." Twelve statements comprise each scale (six positive, six negative). The reliability of these scales will also be assessed this summer.

Two new pairs of scales will be added to this set for the testing in Year 1 and Year 2, one pair to examine Math as a Male Domain and English as a Female Domain, and a second set to evaluate the Expectations of Significant Others about one's performance in mathematics and in English.

Sex-typing of English and Math. The Fennema & Sherman (Note 15) scale entitled Math as a Male Domain will be used in subsequent years with its items interwoven into the larger battery. Comparable items about English as a Female Domain will be included as well.

Expectations of Significant Others. Twelve items will be included in the attitude battery which deal with parents' teachers', and peers expectations about and encouragement of one's performance in mathematics and an additional 12 items will discuss performance in English. These items shall follow a pattern: My (parents, teachers, friends) (expect, do not expect) me to do well in (Math, English); My (parents, teachers, friends) (encourage, do not encourage) me in my study of (Math, English). The phrasing will vary somewhat to alleviate boredom.

4.6 Permissions

I should like to add that administrators in all three participating school systems have given preliminary permission for this longitudinal study. Mr. Clem Green, Superintendent of the Middletown Public Schools, has expressed his willingness as well as Mr. William Breck, Assistant Principal of the Durham/Middlefield system's high school and Principal of the Middle School, and Mr. Donald Kennedy and Mr. Bruce MacDonald, Program Directors of the Weston Public Schools. The earlier Brush (Note 4) research was cleared by the Wesleyan University Board of Ethics for the Use of Human subjects, and this longitudinal study presents no more complex requirements of subjects.

4.7 Prepare OMB Package

It is understood that the Office of Management and Budget (OMB) must approve the questionnaire prior to its use in Years 1 and 2 of the proposed study. Since Abt Associates has carried out numerous national studies, we are experienced in the development of clearance packages. Essentially, approval of the OMB package depends on the format of the documents submitted, their content, and the degree of thoroughness of the information presented. We propose to use the following format in the OMB forms clearance package:

- Justification for the study including a thorough documentation of its objectives and scope of work;
- A data collection plan including
    - -- number of tests by school district and grade level
    - -- field data collection procedures
    - -- selection of interviewees
    - -- estimated response burden;
- Data collection instruments including a data matrix and explanation of the relationship of each item or group of items to a study objective;
- Data tabulation and analysis plans including statistical techniques and data processing approach; and
- Other study considerations such as timing and scheduling of the data collection and procedures for insuring confidentiality.

In compliance with section 406 (g) (2) (B) of the General Provisions Act (1976 Education Amendments) the project staff will coordinate with appropriate NIE officials in drafting the description of the data to be collected and the methodologies to be used. Further, as required by the act, a description of the study will be published in the Federal Register, allowing 30 days following the Descriptions Publication for interested parties to comment.

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7. Sherman, J. and Fennema, E. The study of mathematics by high school girls and boys: Related variables. Submitted for publication, 1977.

8. Casserly, P.L. An assessment of factors affecting female participation in advanced placement programs in mathematics, chemistry, and physics. Report to the National Science Foundation, July, 1975.

9. Brush, L.R. Mathematics anxiety in college students. Submitted for publication, 1977.

10. Levine, M. Identification of reasons why qualified women do not pursue mathematical careers. Report to the National Science Foundation, August 1976.

11. Luchins, E.H. Women mathematicians: A contemporary appraisal. Paper presented at the American Association for the Advancement of Science Meetings, February, 1976.

12. Fox, L.H. Career interests and mathematical accelaration for girls. Paper presented at 1975 meeting of the American Psychological Association, August, 1975.

13. Barnett, R.C. & Baruch, G. Occupational and educational aspirations and expectations: A review of empirical literature. Unpublished manuscript, 1975.

14. Kenny, D.A. Correlational inference. Unpublished manuscript, 1977. Available from D.A. Kenny, Department of Psychology and Social Relations, Harvard University, Cambridge, MA 02138

15. Fennema, E. & Sherman, J.A. Sex-related differences in mathematics achievement, spatial visualization and sociocultural factors. American Educational Research Journal, 1977, 14, 51-71.

6.0 DISSEMINATION OF RESEARCH FINDINGS

Dissemination of the findings from the Base Year has already begun through the following channels:

(1) Submission of the Final Report to the Spencer Foundation;

(2) Preparation of a 10-page summary of the results which has been given to the major school personnel involved in the project and sent to interested parties with whom the Principal Investigator maintains correspondence (see Appendix C);

(3) Preparation of a series of five articles which will be submitted to appropriate professional journals;

(4) Applications to present the results at professional meetings during the coming year;

(5) Publications of the scales which will occur later this year by Dr. Kathleen Williams of American Institutes of Research in the Behavioral Sciences in Palo Alto, CA.

In the course of the project further dissemination will occur:

(1) Yearly reports will be prepared for the National Institute of Education and will be sent to interested parties;

(2) A 10-page summary of each yearly report will be prepared and mailed to a list of people involved in related research;

(3) The principal investigator will attend NIE meetings to discuss the progress of the study with researchers in the area;

(4) As data becomes available, papers will be prepared for publication in professional journals and for presentation at professional meetings;

(5) The school systems participating will receive regular reports of progress since one system has requested an in-service program for their teachers, this, too, will be organized;

(6) A slide presentation will be prepared for teachers as well as other interested parties.

Following the conclusion of the longitudinal study, a major effort will be made to disseminate the results through several channels:

(1) Submission and dissemination of the Final Report to NIE;

(2) Listing of the Final Report in the Abt Publications Manual, which is distributed to a wide range of institutions and individuals;

(3) Listing of the Final Report with the appropriate ERIC clearinghouse;

(4) Preparation of a summary report and slide presentation for school systems and other interested parties;

(5) Presentation of the results at professional meetings;

(6) Publication of a series of papers in professional journals.

7.0 RESUMES

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LORELEI R. BRUSH

Education

Ph.D., Developmental Psychology (Minor Mathematics), Cornell University

A.B., Mathematics, Wellesley College

Dissertation Title: Children's conceptions of addition and subtraction: The relationship of formal and informal knowledge.

Professional Experience

Wesleyan University, Middletown, Connecticut

- Assistant Professor of Psychology (1972-1977). Duties included the preparation and teaching of courses, committee assignments, thesis supervision, and research under a variety of research grants, all of which are elaborated below:

  Courses taught:

  - Child Development
  - Graduate Seminar in Child Development
  - Advanced Seminar in Human Development and Personality
  - Introduction to the Theory of Jean Piaget
  - Cognitive Development
  - Research Methods and Techniques I (Statistics)
  - Research Methods and Techniques II (Research Practicum)
  - Introductory Psychology

  Committee assignments:

  - Committee for the selection of Watson Fellows (1973-76)
  - Committee on Graduate Instruction (1973-74)
  - Faculty Caucus Steering Committee (1973-74)

  Departmental responsibilities:

  - Advisor for sophomore majors (1972-73); for junior majors (1973-74; 1975-76); for senior majors (1974-75)
  - Search committee for a physiological psychologist (1972-73)
  - Curriculum planning committee for Introductory Psychology (1973-74)

- Project Director (1972-75) under a series of Faculty Research Grants to conduct research on menstrual synchrony in women; and mathematical knowledge in preschool children.

- Project Director (1973) under a Wesleyan Summer Grant for Research to investigate the sources of and reasons for mathematical anxiety in college students.

- Evaluator of Math Anxiety Clinic (1976). Formed under a Fund for the Improvement of Post-Secondary Education Grant to reduce mathematics anxiety in undergraduates. (Joint grant with Wellesley College.)

Wellesley College, Wellesley, Massachusetts

- Consultant (1975-76) to the mathematics department on the development of an intervention program to decrease mathematical anxiety in students.

- Evaluator (1975-76) under a Sloan Foundation Grant for the first year of an intervention program to improve women's attitudes to mathematics.

- Director of Evaluation (1976, to continue through 1978) under a Fund for the Improvement of Post-Secondary Education Grant to develop and evaluate a mathematics program designed to encourage more women to enter the field.

Radcliffe Institute, Cambridge, Massachusetts

- Research Associate (1976-77), serving as Project Director on a Spencer Foundation Grant to study why women avoid the study of mathematics. The study involves 1000 subjects from grades 6, 9, and 12 in three school systems, and besides the Project Director, employs two coders, a keypuncher, a computer programmer and a secretary.

Other Research Experience

- Project Director (1969-71) under a National Institutes of Health Predoctoral Research Fellowship to study preschool children's mathematical knowledge.

Honors and Awards

Wellesley College Scholarship, 1965-66, 1966-67.
Elizabeth Gillespie Scholarship for a student majoring in the sciences. Wellesley College, 1967-68.
National Institute of Mental Health Traineeship, First year level. Cornell University, 1968-69.
National Science Foundation Fellowship, Terminal year level. Cornell University, 1971-72.

Memberships

Eastern Psychological Association
Society for Research in Child Development
Jean Piaget Society

Publications

Brush, L.R. Choosing a women's college. College and University. Spring, 1976, 51(3), 360-367.

Brush, L.R. Children's meanings of "more." Journal of Child Language, 1976, 3, 287-289.

Brush, L.R. Preschool children's knowledge of addition and subtraction. Journal for Research in Mathematics Education, in press.

Brush, L.R. Children's difficulties on quantitative tasks: are they simply a misunderstanding of relational terms. Journal for Research in Mathematics Education, in press.

Brush, L.R., Gold, A.R., & White, M.G., The impact of a women's studies course on students enrolled: 1973-75. Signs: Journal of Women in Culture and Society, in press.

Guttentag, M., Brush, L.R., Gold, A.R., Mueller, M.W., Tobias, S., & White, M.G. Evaluating women's studies: A decision-theoretic approach. Signs: Journal of Women in Culture and Society, in press.

Brush, L.R., & Goldberg, W.A. The intercorrelation of measures of sex-role identity. Journal of Child Psychology and Psychiatry, in press.

Director, J., Rosenbaum, D., & Brush, L.R. Self concept and career commitment. The Wellesley Alumnae Magazine, Spring 1977, 61, 19-20.

Brush, L.R. & Baruch, G. Women + math = ? Radcliffe Quarterly, June 1977, 63, 79.

Brush, L.R. A path analytic explanation of student's avoidance of mathematics. Submitted to Journal of Educational Psychology.

Brush, L.R. Students' avoidance of science and stereotypes of scientists. Submitted to American Educational Research Journal.

Brush, L.R. Why women avoid the study of mathematics. Final report submitted to the Spencer Foundation, June 30, 1977.

Presented Papers

What does it mean to understand arithmetic? Cornell University, July, 1974.

Four more meanings of "more." Educational Testing Service, Princeton, N.J., May 1975.

Young children's knowledge of arithmetic. University of Delaware, May, 1975.

A psychologist's perspective on mathematics. Wellesley College, March, 1976.

Why women avoid the study of mathematics. Radcliffe Institute, October, 1976.

Women and the study of mathematics. Wellesley College, November, 1976.

A path analytic explanation of women's avoidance of college mathematics and science. Paper presented at Eastern Psychological Association meetings, Boston, April, 1977.

JOHN F. DOUCETTE

Education

M.A., Educational Research Methodology, Cornell University.
NDEA Title IV Fellow

B.A., Psychology, magna cum laude, and Education, cum laude, Tufts University

Ph.D. candidate, Educational Research Methodology, Cornell University

Experience with Abt Associates Inc.

Market Analysis Department. The Market Analysis Department of Abt Associates is responsible for collecting and interpreting data about the company's present and potential markets and the performance of the company in its marketing efforts.

- Director (1977-Present). Responsible for organizing the Department (serving as the first Director) and for administering its daily operations. Specific functions include: design and implementation of a computerized marketing information system; collection, processing and analysis of marketing data; providing technical assistance and review services to all areas of the company in proposal preparation; and development of marketing plans for both new and existing markets.

Deputy Area Manager, Education Area. The Education Area of Abt Associates Inc. conducts a variety of educational evaluation and policy research projects for diverse federal and other clients. Presently, over 100 staff members are employed by the Education Area.

- Deputy Area Manager (1973-1977). Responsible for supervision and direction of marketing activities for the area. Also participated in all phases of area management and planning.

Evaluation of the BEH Centers Program. Under contract to the Office of Planning, Budgeting and Evaluation of USOE, Abt Associates conducted an evaluation of the Centers Program sponsored by the Bureau of Education for the Handicapped (BEH). The evaluation was designed to provide information for USOE to enable redesign and redirection of the Regional Resource Centers (RRCs) and the Coordinating Office for Regional Resource Centers (CORRC). These centers, funded by BEH, have as their mission the improvement of diagnostic and prescriptive educational services received by handicapped children, either through delivery or support of direct services or through providing assistance to the State and Local Education Agencies in their respective regions.

- **Project Director** (1975-76). Responsible for all substantive and administrative aspects of the contract, including the conceptualization of the evaluation and the direction of analysis and reporting activities.

Design a national study of the transportation needs of the transportation handicapped. Abt Associates designed a national study of the transportation needs of the transportation handicapped population under contract to DOT/UMTA. This design project produced several products, including a definition of the term "transportation handicapped", estimates based on secondary data sources of the size of the transportation handicapped population and its travel characteristices, a planning manual for use in developing services for this population, a review of existing system design alternatives which may meet the needs of the population (including both specialized and integrated systems), an investigation of the possible roles of various governmental and private agencies in the implementation of solutions, and a design for a national study of the problem.

- **Project Director** (1975). Responsible for overall management and direction of project, including supervision of a subcontractor and several consultants.

Data analysis and report preparation using data from the Anchor Test Study. Under subcontract to Westat, Inc., Abt Associates prepared for the National Center for Education Statistics (NCES) a monograph on the correlates of reading achievement among fifth-grade pupils. The Anchor Test Study was conducted in 1972 to develop a methodology by which a score obtained on one reading test could be directly compared (equated) with one obtained on another such test. A nationally representative sample of over 66,000 fifth-grade students was tested to obtain data for this effort, and selected information about the student, the classroom, the school and the community was also collected. Abt Associates used this extensive data set for its analysis and reporting tasks.

- **Project Director** (1975-76). Responsible for all phases of the project, including data analysis and report preparation.

Services and facilities available to disabled students in institutions of higher education. For the Bureau of Education for the Handicapped, Abt Associates surveyed all institutions of higher education in the United States to determine the enrollment of and services and facilities provided for disabled students. In addition, an in-depth survey of selected institutions was implemented along with a review of existing federal, state, local and private programs supporting disabled students in higher education. A directory of facilities and programs for use by students was prepared, containing information on over 500 colleges and universities.

- Project Director (1974-75). Responsible for direction of the project through instrument development, survey design and data processing.

A summative evaluation and documentation of the Rural Experimental Schools Program. Since 1972 Abt Associates has been the principal contractor for the summative evaluation and documentation of the Experimental Schools Program for small schools serving rural areas. Sponsored by the National Institute of Education, the Experimental Schools Program seeks to examine the ability of ten rural school districts to adapt to a changing socio-cultural environment. A staff of 20 professional educators, sociologists, social psychologists, and anthropologists employed by Abt Associates is carrying out a series of site-specific and cross-site studies of the 10 school districts, 52 schools, 880 educators, and 18,200 pupils affected by the experiment.

- Summative Evaluation Designer (1974). Initially developed an ad hoc summative evaluation model and procedure for use in Project RURAL. This included both the conceptual development of the model and specifications (including data requirements and analysis plans) for the actual execution of the summative study.

Assessment of selected services provided to severely handicapped children and youth. The major purpose of the project, funded by the Office of Planning, Budgeting and Evaluation, was to describe the characteristics, quality, impacts and costs of services to severely handicapped clients in 100 providers across the nation. In addition, an annotated bibliography and state-of-the-art paper on research relating to the severely handicapped populations of interest was developed.

- Senior Analyst (1973-76). General responsibilities included overall research design development, data analysis, and development of the questionnaires, including assigning a coding system for computer processing of returns. Supervised a subcontractor in the conducting of a survey of 5000 service providers. Selected sample of 100 providers for field visits and participated in on-site data collection. Performed all data processing activities. Participated in resource/cost analysis of programs studied and in development of policy relevant reports.

A national analytic study of the Follow Through Experiment. Since 1972 Abt Associates has been the principal contractor for the analysis and reporting of the results of the National Follow Through Experiment. Sponsored by the U.S. Office of Education, Follow Through seeks to discover the value of extending diverse compensatory interventions into the early primary school years of disadvantaged children. The project staff has developed an efficient data base (containing information on students, parents, and teachers collected since 1969); rescored, revised or developed instruments and applied diverse multivariate statistical procedures to the policy issues of Follow Through.

- Senior Analyst (1972-73). Responsibilities included analysis of parts of the data and development of questionnaires.

Evaluation of the Systems Development Project--the reporting and information system serving 67 children and youth projects. This study, conducted for the Office of Program Planning and Evaluation of HSMHA, involved description and evaluation of the operations of the children and youth reporting system, and evaluation of the impact of the outputs of the system upon decision-making at the local project, regional, and central office levels.

- Senior Analyst (1972-73). Major responsibility for research design. Tasks also included all programming and data processing activity for the project and participation in the design of eight questionnaires and interview schedules.

Case studies in educational change. This project consisted of a series of thirteen case studies of educational change projects funded by the National Center for the Improvement of Educational Systems, and the analysis of these studies for theoretical and policy purposes. Operational and policy recommendations for change-oriented projects were the goals of the study.

- Deputy Project Director (1971-73). Major responsibilities for the conceptual development and planning of the study as well as the preparation of the final report. Tasks also included field visits to two projects and authorship of the resulting case studies, development of rating scales for all projects, and analysis of data collected with them, using factor analysis and other techniques.

Impact evaluation of the Career Opportunities Program. This quantitative evaluation of COP, an Office of Education program training disadvantaged individuals as teachers, resulted in recommendations for program improvement. A large-scale survey of participants and other groups was conducted and appropriate questionnaires developed. Several analytic techniques were used, including multiple regression.

- Analyst (1971-72). Major responsibility for research design for evaluation of the programs. Tasks included development of sampling plan; research design; development of questionnaires, including an attitude measure for young children; field work; statistical analysis and programming.

Other Professional Experience

Easter Seals Society of Massachusetts

- Survey Research Consultant (1975-76) for a study of architectual barriers to handicapped persons in twelve suburban Boston communities. Tasks included overall assistance in the operation of this study of over 10,000 public buildings, training of surveyors, development of data collection forms, and reporting and dissemination of results. (All activities were performed as an unpaid volunteer.)

Ithaca City School District, Ithaca, New York

- Evaluator (1973) of innovative student teaching model conducted in the Ithaca schools in cooperation with Cornell University, Ithaca College, and Cortland State College. Served as director of the evaluation conducted for the Ithaca School District and the Ad Hoc Committee on Teacher Preparation of Cornell University, Ithaca College and Cortland State College.

Cornell University, Education Department

- Teaching Assistant in Educational Statistics (1972-73).
- Teaching Assistant in Use and Interpretation of Reading Tests (1972).
- Research Design and Evaluation Consultant (1971-73). Consultant in matters of research design, data processing, data analysis and measurement for many student, faculty, and university research projects, including an evaluation of an extended nutrition aide program, an evaluation of an innovative introductory physics course and a study of university admissions procedures.

New York State College of Human Ecology, Cornell University

- Evaluator (1972) of training institute for adult consumer-homemaking educators, including development of evaluation instrument and an analysis of results.

Cornell Institute for Research and Development in Occupational Education, Cornell University

- Research Methodology Consultant (1972-73) to several projects supported by the Institute, including the development of a test of career awareness for fourth graders and a survey assessing in-service training needs of occupational education teachers in New York State.

Reading High School, Reading, Massachusetts

- Student Teacher in Mathematics (1970).

Memberships

American Association for the Advancement of Science
American Educational Research Association
American Federation of Musicians
American Statistical Association
New England Educational Research Organization

Publications

With Jason Millman, "A Review of Educational Measurement," 2nd Edition, by R. L. Thorndike, *Journal of Educational Measurement*, winter, 1973.

Convention Presentations

Transportation Research Board (January, 1976). Discussant of paper on research on the transportation needs of handicapped individuals.

New England Educational Research Organization (May, 1976). Discussant of three papers on policy research conducted internally by institutions of higher education.

Other

Massachusetts Teaching Certificate in Secondary Mathematics

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JAY MAGIDSON

Education

Ph.D., Decision Sciences and Econometrics, Northwestern University

M.S., Operations Research, University of Wisconsin

B.A., Mathematics, University of Illinois

Post-Doctoral Program in Evaluation Research, Northwestern University

Experience with Abt Associates Inc.

MANQUOVA Workshop on Qualitative/Categorical Variables in Large Scale Survey Analysis, June 23-26, 1977.

- Co-lecturer with Professors Leo Goodman and James Davis This is part of the Interdisciplinary Applied Statistical Workshop (IASW) Series sponsored by Abt Associates.

A Longitudinal Evaluation on the Impacts of the Mountain-Plains Education and Economic Development Program, and Related Studies. The Mountain-Plains Program is a comprehensive, family-based residential career education program (originally "Model IV") funded by the National Institute of Education. Mountain-Plains recruits multi-problem, disadvantaged families from the essentially rural areas of Idaho, Montana, Wyoming, North Dakota, South Dakota, and Nebraska. These families are then relocated to the Mountain-Plains Center at Glasgow AFB, Montana, where they receive a comprehensive set of services. Approximately 800 families were interviewed at six-month intervals for a period of up to two years to assess the success of the Mountain-Plains Program in enhancing participants' quality of life in each of five domains--economic, work, social, family and personal.

- Senior Analyst (1976). Responsibilities included definition of problems in mathematical terms and solving such problems by choosing and/or creating appropriate methodology (see paper #5 below).

Other Professional Experience

National Institute of Education, via the Project on Secondary Analysis of Educational Programs at Northwestern University.

- Research Associate (1975-76). Accomplishments include a mathematical treatment of causal models originating from survey data (see paper #2, below), and reanalyses of portions of the Head Start and Middle Start evaluations (see papers #3 and 4, below).

Illinois Bell Telephone Company, Market Research and Sampling Studies District, Management Sciences Division

- Systems Analyst (1971-72). Primary responsibility for several projects originating in various departments within the company. Projects generally entailed questionnaire design, statistical analyses and presentation of results.

- Special Assignment to Technical Personnel Development Program.

Memberships

American Statistical Association
American Sociological Association
Psychometric Society

Papers

(1) "Qualitative Variables and Simultaneous Equation Econometric Models."

Invited Paper, Econometric and Statistics Colloquium, University of Chicago, April 30, 1975.

Invited Paper, NBER-NSF Conference on Decision Making Under Uncertainty, University of Chicago, May 16, 1975.

(2) "The Multivariate Analysis of Qualitative Variance: Analyzing the Probability of an Event as a Function of Observable Variables," Ph.D. Thesis, Northwestern University, June, 1976.

(3) "Correcting the Underadjustment Bias in the Original Head Start Evaluation." Preliminary draft, coauthored with Burt S. Barnow and Donald T. Campbell, April, 1976.

(4) "A Reanalysis of the Middle Start Program." Paper presented at the Annual Meetings of the American Psychological Association. Coauthored with Stephen Davis and Robert F. Boruch, August, 1975.

(5) "Partitioning a Control Group to Achieve Appropriate Comparison Subgroups for Assessing Program Impacts on Completers and Non-Completers." Presented at the Annual Meeting of the American Educational Research Association, April, 1977.

(6) "Towards a Causal Model Approach for Adjusting for Preexisting Differences in the Nonequivalent Control Group Situation: A General Alternative to ANCOVA." Evaluation Quarterly, 1977 (August).

(7) "On Nonhierarchical Models and the Iterative Proportional Fitting Algorithm for Qualitative/Categorical Variables," to be presented at the Annual Meetings of the American Statistical Association, August, 1977 (Chicago).

(8) "Quality of Data and Secondary Analysis," in R. Boruch and P. Wortman, Editors, Secondary Analysis of Social Program Evaluations (Invited paper, in preparation).

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8.0 ABT ASSOCIATES FACILITIES

8.1 Corporate Offices

The principal offices of Abt Associates Inc. are located at 55 Wheeler Street, Cambridge, Massachusetts 02138 in owned contemporary buildings, constructed especially for the needs and style of the company's operations. In addition to the 96,000 square feet of office space in Cambridge, we maintain suitable space for our Washington, D. C. operations office. For field operations small offices are leased as needed.

8.2 Reproduction Capabilities

Abt Associates maintains in-house the capability to reproduce and bind virtually any document or report produced in the course of the contract work. Equipment includes high-speed duplicators as well as an offset press. In addition, we have long-term relationships with several outside printers and binderies for high-volume production of complex graphics.

8.3 Computer Facilities

Approximately 40 individuals work as full time data processing professionals at Abt Associates. This group has grown in size and in experience in keeping pace with the overall growth of the company. The Computer Services Group is comprised of experienced systems analysts and programmers who have worked together in numerous programming teams on data bases in support of large and small contracts alike. The skills and tools necessary to provide high quality responsive support to social science research are available and constantly under improvement as useful new developments in equipment and software are implemented.

The Computer Services Group supports many major programming languages including FORTRAN, COBOL, RPG-II, PL/1, SNOBOL, APL, PASCAL and assembler languages. Data base systems are maintained in MARK-IV on IBM equipment, and in modular data base programs written at Abt Associates for CDC equipment. In order to provide the cost effective support appropriate to the requirements of different contracts, the Computer Services Group has contractual arrangements with a number of different data centers to provide computer services. The prime data centers in use are:

- The Smithsonian Astro-Physical Observatory CDC 6400, a GSA facility
- Computer Usage Corporation Amdahl 470/VS, IBM 158
- System Dimension Limited IBS 370/168, 360/185
- AVCO computer services IBM 158
- Raytheon Scientific Computer Center CDC Cyber 174, 6600

Abt Associates communicates with these data centers through both low speed CRT and hard copy terminals, as well as through high speed communications using leased line and 4800 Baud remote job entry. The in-house remote job entry station is a Burroughs 1700 series computer which gives in-house input/output capabilities including tape receipt and transmissions. This terminal also functions stand-alone or in a multi-programming environment with remote job entry applications. The Smithsonian machine, which is a GSA facility, is located within walking distance of Abt Associates' main offices in Cambridge. Abt Associates maintains several offices in the computer building to provide direct access to the machine. All software developed for use on the Smithsonian facility is also maintained at the Scientific Computer Center of the Missile System Division of the Raytheon Corporation in Bedford, Massachusetts. This arrangement provides increased back-up capabilities as well as substantial security for the many data files in use. Abt Associates is in strict compliance with the Privacy Act and every effort is made to ensure that all data is secure and confidential.

The table on the following page displays some of the computer software packages currently available in Abt Associates' program library. The table is not meant to be exhaustive but rather representative of some of the tools which may be useful in performing the required analyses.

Two versions of the widely used SPSS package (Statistical Package for the Social Sciences) are maintained at Abt Associates; the IBM version and the CDC version 6.5. Both versions have been enhanced by the systems staff at Abt Associates. Abt Associates is one of the largest users of the CDC version of SPSS. As currently implemented, this package will support up to 250 separate subfiles and up to 1000 variables per case. System save files may be stored in a compressed format which results in considerable cost savings in terms of file storage. In addition the SPSS version 6.5 interfaces directly with calcomp plot routines to produce high quality computer graphics directly from SPSS analytic procedures. A number of other useful modifications have been made to the package to meet significant, frequently recurring demands.

The Statistical Analysis System (SAS) is implemented and in use by Abt Associates on its major IBM installations. SAS is quite powerful and offers useful features not available in other statistical packages.

This table lists some of the available software in our library. The list is not exhaustive, but rather is presented to provide some indication as to the analytic tools we have on hand. It is ordered by area of statistical theory with representative examples of software and available features.

	ITEM ANALYSIS	DIMENSION REDUCTION	DESCRIPTIVE STAT	HIGHER ORDER
FEATURES	Alpha reliability Reciprocal Averaging Item/subtest reliabilities Item difficulty Item frequencies Bioitem logistic curves	Restricted and unrestricted factor analysis using MLE, LS and GLS Simultaneous factor in several populations Covariance structure analysis Guttman-Lingoes scaling Cluster analysis Normal mixture analysis	Frequencies Aggregation Correlation Crosstabulation 2 & 3 dimensional plots	Linear and nonlinear regression ANOVA/ANCOVA MANOVA/MANCOVA Probit analysis Curve fitting Best subset regression Nonparametric ANOVA and ANCOVA with multiple post hoc comparisons Logit analysis Tobit analysis
SOFTWARE	FORTAP TESTEVAL ITEMAN SCRDT#2	UFABY 3 ACOVSM SIFASP NORMIX and NORMAP GUTTMAN-LINGOES package CLUSTAN 1B AGFAP TORSCA9	SAS SPSS (CDC & IBM) STATPAC-X EDSTAT (and ESTATV) BMD, BMD-X and BMD-P PLOT3D NRLPLOT CONTUR SURFACE OSIRIS	ZELLNER NPROB VARAN2 MULTIVARIANCE QSASE LISREL NONPAR TOBIT QUAIL

8.4 Examples of Currently Active Large Data Bases at Abt Associates

The following brief descriptions highlight the data bases in use by several contracts on which Abt Associates is currently working. The examples presented here are representative of the large, active data bases; there are many additional contracts in progress which have smaller data processing requirements.

The National Follow Through Evaluation

The Follow Through data base which is used by Abt Associates in the analysis of this large national experiment contains six years of longitudinal data on approximately 350,000 children. The data includes demographic variables, cognitive and affective test items, as well as teacher interview, and parent interview data. The index to the data base contains approximately 1,000,000 card image records.

The data is at the child level and is longitudinal through the existence of unique identifiers for each child, as well as for the more than 4000 schools, and 170 educational projects which have participated in Follow Through over the years.

The data is stored in data base format with a file for each cohort stream in a compressed format. Individual records are accessed through a very efficient, user-oriented extraction program written at Abt Associates. Files may be extracted for use directly into the SPSS program; the extraction routine produces all the SPSS control cards necessary to create an SPSS file.

The Rural Experimental Schools Project

This experiment, which is being performed by Abt Associates under contract to the National Institute for Education, utilizes a data base which was created from data collected by Abt Associates from the ten rural communities which are participating in the program. To date this data base contains four years of longitudinal data organized into three major categories:

- The Pupil Change Study File--This data base file contains demographic, cognitive and affective data items on approximately 18,000 pupils over four years of data collection. To date, there are more than 1500 variables per case on the file.
- The Organizational Change Study File--This file presently contains approximately 1000 data items for each of the more than 1300 educational professionals who have worked in the ten experimental sites.
- The Community Change Study File--This file contains approximately 4000 data items on each of the ten sites participating in the experiment.

The data base is maintained using the SURREAL data base package which was written at Abt Associates. SURREAL supports full editing of input data items and reports all out-of-range occurrences. The data base files are stored with a complete dictionary of variable names and ranges. Files of selected cases and variables may be extracted along with the data cards required for direct input into SPSS.

Abt Associates is using the MARK-IV file management package in conjunction with WYLBUR, an on-line text editing program to support two major projects for the U.S. Department of Housing and Urban Development's Housing Allowance experiments. These projects are:

Housing Allowance Demand Experiment

This experiment examines how households use their housing allowances in terms of quality of housing secured, location selected, costs incurred, and satsifaction with their housing choices. This is a multi-year effort involving payments to over 2000 households in Pittsburgh and Phoenix. Abt is responsible for the experimental design and analysis plan; for the development of survey instruments, for the conduct of all operational support, payments data analysis and reporting; and, through subcontractors, for survey tasks and the collection of housing information.

Administrative Agency Experiment

This experiment focuses on identifying appropriate administrative means for delivering direct assistance to families and the effects on these families should a national housing assistance program be established. This is a multi-year effort involving eight sites, with approximately 1000 households enrolled per site. Abt designed the evaluation and its accompanying instruments; developed data collection, processing, reporting and analysis systems; and prepared an Agency Reporting Manual which provides detailed information on all aspects of the data collection and reporting systems, and this provides much of the data on which the evaluation is based.

Both of these experiments rely on the use of advanced data processing systems and techniques. All of these systems rely on IBM 360/370 configurations consisting of an IBM 360/168. The systems are accessed through low-speed screen display terminals using standard telephone hook-ups, with hard-copy output routed to a high-speed printer or an in-house remote-job entry (RJE) system. At each demand experiment site, a minicomputer (Datapoint 2200) is used to encode and perform sophisticated editing of data from monthly Household Report Forms. These data are then transmitted over telephone lines to the central computer where they are further processed to produce a variety of analytical and operational reports. Among these outputs are monthly checks, which are based on complex payment algorithms, for active participants and a wide range of financial and accounting reports.

Other major data bases currently active at Abt Associates are listed below in abbreviated format.

Follow-up Study of Residential Career Education (Model IV) Program Participants. This project utilizes a 30-month longitudinal data base composed of three major files.

- Precenter interviews for 1081 families. Each record contains 305 variables including demographic and financial data.
- The Mountain Plains Follow-up File of 591 cases of four interviews each. There are more than 200 variables per case.
- The AAI Follow-up data base of 589 cases, each containing up to four interviews. Each interview contains approximately 1200 variables.

Research on Title I Demonstration Compensatory Education Projects. This data base consists of several complex components.

- A hierarchically structured data base of 13 separate instruments. There are between 2000 and 3000 respondents to each instrument. The average number of variables per instrument is 300.
- Rosters which contain 60,000 cases of 30 demographic variables.
- The Instructional Schedule Period Level File of approximately 28,000 cases, each containing 40 variables on the content of services delivered by educational specialists.
- The classroom activities log, which contains approximately 300 variables on 8000 observations of students.

The National Daycare Evaluation Project maintains a large number of files, only five of which are mentioned here.

- The child and staff demographic and attendance schedule data file contains data on 6000 children and 1900 daycare center staff.
- Test/retest data file which contains cognitive and affective test data on selected samples of children.
- Center file which contains detailed descriptive data on 64 daycare centers in Atlanta, Detroit, and Seattle.
- SRI-supplied observation data on selected daycare centers and classrooms.
- Daycare Supply File which contains enrollment, financial and staffing data on a national sample of 2100 daycare centers.

A Study of Catastrophic Illness

- The Aetna Insurance Claims File contains claims data including financial insurance, demographic, diagnostic and treatment data on 54,000 cases.
- Blue Cross/Blue Shield Claims File of 52,000 cases including financial insurance, demographic, diagnostic and treatment data.
- The Health Insurance Survey composed of five major files.
    A. 45,000 Household Records
    B. 135,000 Person Records
    C. 17,000 Hospital Episode Records
    D. 68,000 Condition Records
    E. 25,000 Doctor Visit Records

The Survey contains data on insurance coverage, incidence and type of disease, etc.

8.5 Library Capabilities

Abt Associates maintains an internal library with support personnel to serve the information needs of staff members. The library contains books, periodicals, Abt Associates research reports, and extensive reference materials. In addition, the Abt Associates Library, through its terminal connections with the Lockheed DIALOG and System Development Corporation SDS Search Service computerized information retrieval systems, has access to the following data bases:

AIM/ARM ABSTRACTS OF INSTRUCTIONAL AND RESEARCH MATERIALS (Center for Vocational and Technical Education, Ohio State University)

ASI (American Statistical Index)

CHEMCON (Chemical Abstracts)

CIS (Congressional Information Service)

COMPENDEX (Engineering Index)

ERIC (Research in Education/Current Index to Journals)

EXCEPTIONAL CHILD ABSTRACTS

GEO-REF (Geography, Oceanography, Petrology, etc.)

INFORM 9Business and Management)

INSPEC (Science Abstracts)

MATRIX (Communications, Environment and Urban Affairs)

MEDLINE (National Library of Medicine/Index Medicus)

NAL/CAIN (National Agricultural Library)

NTIS (Government Reports/Announcements)

PANDEX (Scientific and Technical Literature)

POLLUTION (Pollution Abstracts)

PSYCHOLOGICAL ABSTRACTS

SCI SEARCH (Institute for Scientific Information)

SSCI (Social Science Citation Index)

SSIE (Smithsonian Science Information Exchange)

TRANSDEX (U. S. Joint Publications Research Index)

This is the most comprehensive set of data bases available which enables us to perform exhaustive literature searches and state-of-the-art reviews. Our staff capabilities include subject specialists who have performed numerous literature and review searches and a trained search analyst, thereby insuring maximum depth and efficiency in performing searches and producing a reliable product. Our in-house hardware capabilities include portable terminals and stationary high-speed print-out capacity insuring versatility and maximum efficiency in producing on-line and off-line records.

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9.0 PROJECT BUDGET SUMMARY

Principal Investigator Dr. Lorelei Brush — Project Period From October 1, 1977

Institution Abt Associates Inc. — Through September 30, 1979

Federal Employer Number 04-2347643

Type of Cost	First Year	Second Year (omit cents)	Third Year
DIRECT COSTS (See Attachment A & B)			
1. Personnel salaries and benefits	$29,146	$30,895	
2. Consultants			
3. Travel	1,387	1,387	
4. Supplies and materials			
5. Communications	360	360	
6. Services			
Duplicating	600	600	
Computer	5,490	8,235	
Other Data Analysis			
Other (Specify) Keypunching	360	360	
7. Final Report Production and Dissemination (includes graphics)	1,000	1,000	
8. Equipment			
9. Other Direct Costs (Specify)			
Total Direct Costs	38,343	42,837	
INDIRECT COSTS (See Attachment A & B)	27,659	29,802	
TOTAL ([✓ FEDERAL]/INSTITUTIONAL) SUPPORT REQUESTED (CIRCLE ONE)	66,002	72,639	

TOTAL FOR ENTIRE PROJECT PERIOD $ 138,641

INDIRECT COST RATE 54 % S&W
14.04 % TDC
(13% General and Administrative
8% Fee)

Date of agreement and cognizant agency: DCAA
(DATE ?)

______ Waived

______ Under Negotiation with ______

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9.1 Attachment A

First Year

A. Direct Costs

1. Personnel Salaries

Brush	160 days @ [redacted]	$[redacted]	
Doucette	20 days @ [redacted]	[redacted]	
Magidson	10 days @ [redacted]	[redacted]	
Research Assistant	50 days @ [redacted]	[redacted]	
Project Secretary	50 days @ [redacted]	[redacted]	
		$22,420	
Benefits @ 30%		6,726	
		$29,146	($29,146)

3. Travel

2 RT BOS-DCA @ $112	224	
2 days ground transportation @ $35	70	
2 days per diem @ $50	100	
3 RT BOS-southern Connecticut @ $30	90	
21 days ground transportation @ $5 (includes Weston, MA RT)	105	
21 days per diem @ $38	798	
	$ 1,387	

5. Communications

12 months @ $30	360	

6. Services

Duplicating - 12 months @ $50	600	
Computer - 30 hrs. @ $183	5,490	
Keypunching - 2400 cards @ $.15	360	
7. Final Report Production and Dissemination	1,000	($ 9,197)

B. Indirect Costs

1. Overhead		
54% Salaries plus Benefits (Base: $29,146)	15,739	
2. General and Administrative		
13% All Direct Costs plus Overhead (Base: $54,082)	7,031	($27,659)
3. Fee		
8% All Costs (Base: $61,112)	4,889	
		($66,002)

9.2 . Attachment B

Second Year

A. Direct Costs			
1. Personnel Salaries			
Brush	160 days @ [redacted]	$[redacted]	
Doucette	20 days @ [redacted]	[redacted]	
Magidson	10 days @ [redacted]	[redacted]	
Research Assistant	50 days @ [redacted]	[redacted]	
Project Secretary	50 days @ [redacted]	[redacted]	
		$22,420	
Raise Allowance @ 6%		1,345	
		$23,765	
Benefits @ 30%		7,130	
		$30,895	($30,895)
3. Travel			
2 RT BOS-DCA @ $112		224	
2 days ground transportation @ $35		70	
2 days per diem @ $50		100	
3 RT BOS-southern Connecticut @ $30		90	
21 days ground transportation @ $5 (includes Weston, MA RT)		105	
21 days per diem @ $38		798	
		$ 1,387	
5. Communications			
12 months @ $30		360	
6. Services			
Duplicating - 12 months @ $50		600	
Computer - 45 hrs. @ $183		8,235	
Keypunching - 2400 cards @ $.15		360	
7. Final Report Production and Dissemination		1,000	($11,942)
B. Indirect Costs			
1. Overhead			
54% Salaries plus Benefits (Base: $30,895)		16,683	($29,802)
2. General and Administrative			
13% All Direct Costs plus Overhead (Base: $59,520)		7,738	
3. Fee			
8% All Costs (Base: $67,258)		5,381	
			($72,639)

10.0 PROJECT MANAGEMENT AND SCHEDULE

10.1 Management

All phases of the proposed work will be directed by Dr. Lorelei Brush with support provided by Mr. John Doucette, who will serve as senior scientist to this project and Dr. Jay Magidson, who will serve as a senior analyst to provide methodological consultation. In addition, clerical and analytic assistance will be provided by other Abt Associates staff members from the Education Area of the company. Complete resumes for Dr. Brush, Mr. Doucette, and Dr. Magidson are included in Section 7 of this proposal.

Dr. Brush, the proposed principal investigator and project director, has considerable professional experience in both educational research and in the issues related to women's study of mathematics. Dr. Brush is joining Abt Associates on September 1, 1977. Prior to joining Abt Associates, Dr. Brush has been an assistant professor of psychology at Wesleyan University and project director of a series of grants and consultantships at Wesleyan University, Wellesley College, and Radlciffe Institute. Most recently she has just completed a grant to the Spencer Foundation to study why women avoid the study of mathematics. This previous research will be used to form the baseline data for the proposed study. Dr. Brush will devote approximately 60 percent of her time to the proposed project.

Mr. Doucette, who will provide input to the research as a senior scientist, has considerable educational research and management experience at Abt Associates. He is both a certified secondary school mathematics teacher and an experienced interviewer of children in the grade levels proposed for study. His roles in the proposed project are to provide senior management and technical assistance and to aide Dr. Brush in interviewing the selected sub-sample of students.

Dr. Magidson will provide assistance to the project staff as a senior analyst. He is a skilled and experienced methodologist selected for his knowledge of path analysis techniques and structural equation modeling. Dr. Magidson's role in many contracts at Abt Associates is that of a consulting statistician and methodologist.

A research assistant and project secretary will be available for appropriate assignments. The research assistant will aid in the collection of data in all three school districts, in a minimal amount of coding of instruments after data collection, and in the data processing during the analysis phase. The project secretary will be responsible for maintaining an on-going accounting for budget control, and providing all typing support.

10.2 Tasking and Scheduling

The schedule for Years 1 and 2 are shown in Tables 3 and 4. We also include a brief description of each task (and respective subtasks, as appropriate). We acknowledge that October 1, 1978 to February 15, 1979 will have a very low level of effort. Ideally, one would like to provide technical assistance to the school districts in the proposed study during this time. Until the second year's data is collected, however, we believe it is inappropriate to the integrity of the research to provide such assistance. We will provide this assistance as soon as it is feasible--i.e., as soon as it is clear that no more data will be collected (including a potential third year to complete 2 cohorts which are comparable in grade level to the baseline cohort--not requested in this proposal).

Dr. Brush will be the person responsible for the performance and completion of all tasks. Others' assistance with performing the tasks was discussed in the previous section (Section 10.1). In addition, one of the advantages of performing the proposed study at Abt Associates is that almost

Table 3

YEAR 1 SCHEDULE

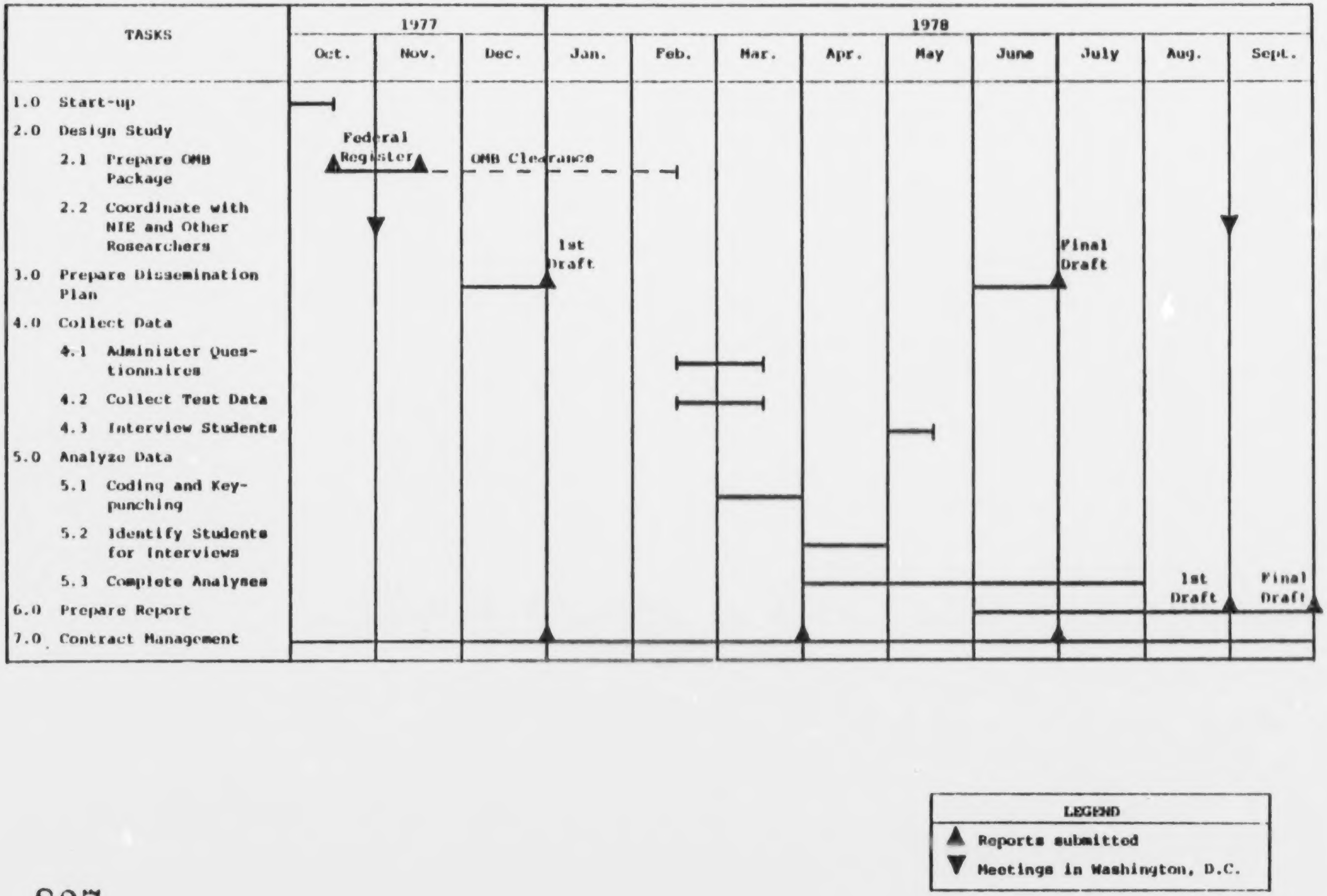

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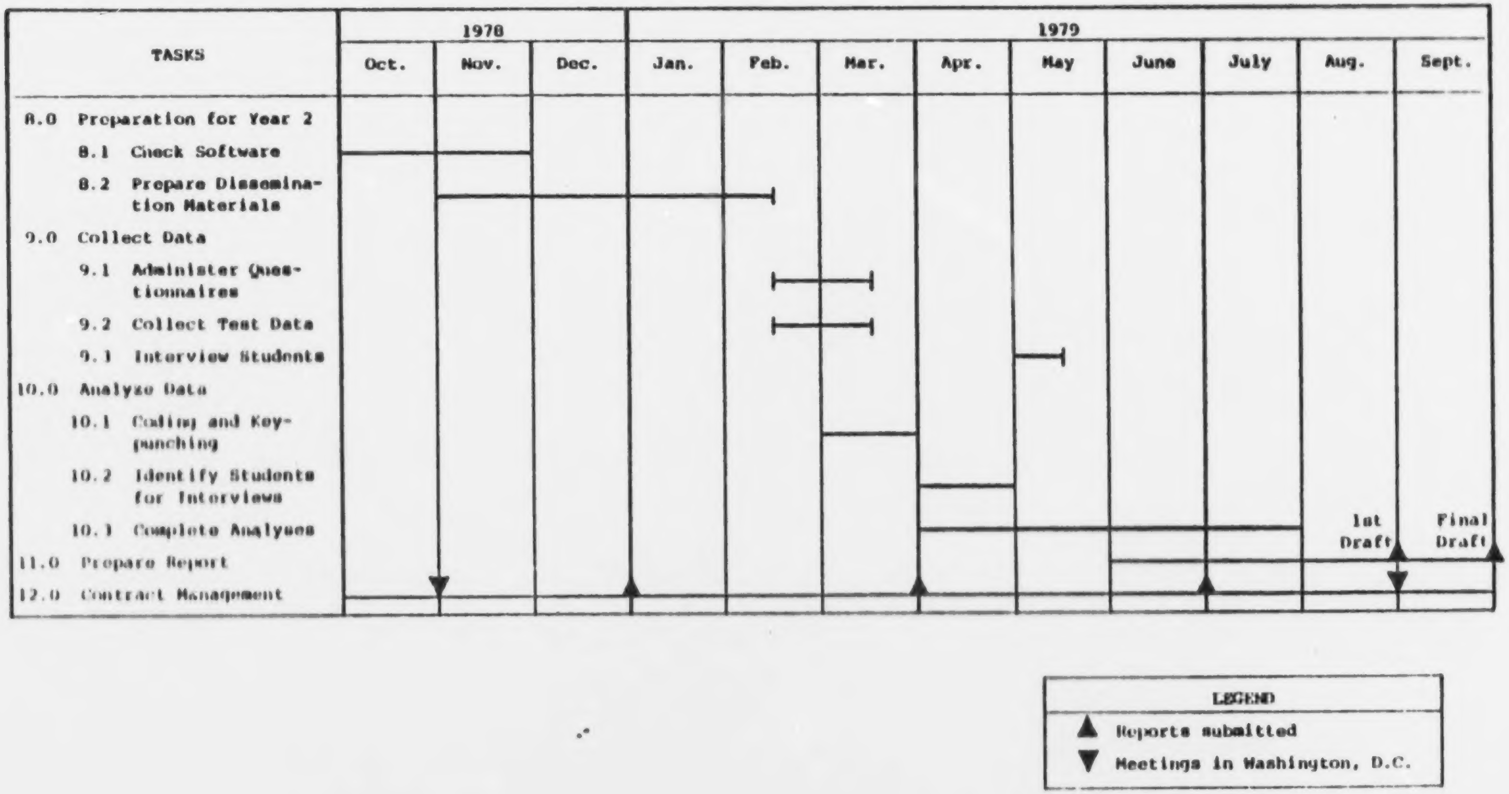
Table 4

YEAR 2 SCHEDULE



any assistance is free for asking, and only an office (or two) and a question away. Our collegial working styles clearly are an advantage to a project such as this.

The proposed tasking and scheduling reflects our concern for the careful ordering and integration of tasks, and our response to the issues such as those indicated above.

10.2.1 Year 1 Task Description

Task 1: Start Up. During the first two weeks of the contract, careful consideration will be given to the design of the study (in preparation for the Federal Register announcement--Task 2.1), the proposed phasing of the tasks and the allocation of the budget.

Task 2: Design Study. There are two subtasks in the design phase: the preparation of OMB clearance package and coordination with the NIE and other researchers.

Task 2.1: Preparation of OMB Package. As discussed in Section 4.7, there is a specific format to be followed for a successful OMB package. These include announcement in the Federal Register, pretesting of new items, approval by NIE, and submission to OMB. We are proposing a three-month OMB clearance process which will permit data collection (Years 1 and 2) at the same time in the calendar year as the baseline data was collected.

Task 2.2: Coordination with NIE and Other Researchers. We believe all of the grants for research on women and mathematics can accomplish more if they are coordinated in terms of samples, variables, analysis procedures, etc. We propose that this first bi-annual meeting in Washington, D.C. occur at the end of the first month after award and at the end of the eleventh month (when most researchers will have their final reports drafted). A "roundtable" discussion at this point could be very useful in providing a broader prospective to the proposed research.

Task 3.0: Prepare Dissemination Plan. During month four, we will prepare a detailed draft of the dissemination plan. This will be submitted to NIE at the end of December (month 3). NIE comments and suggestions for the dissemination plan will be integrated during June. A final draft will be submitted at the end of that month.

Task 4.0: Collect Data. This task is subdivided into three subtasks.

Task 4.1: Administer Questionnaires. The questionnaires will be administered as soon as OMB clearance is reviewed. We hope this can begin in mid-February to maintain a similar timing with the baseline data. We anticipate that the questionnaire administration will take approximately five days per school district and 45 minutes per child.

Task 4.2: Collect Test Data. The ability and spacial visualization scores will be collected from the schools' files. Careful procedures to protect this confidential information have previously been used in the collection of this data and will continue to be used.

Task 4.3: Interview Students. As soon as the data is coded and cleaned (see Tasks 5.1 and 5.2), we will identify the students whose scores have changed the most dramatically from the Baseline Year to Year 1. These students will be interviewed briefly to determine the source(s) of change.

Task 5.0: Analyze Data. We have divided this task into three discrete subtasks: coding and keypunching, identification of students for interviews, and completion of the analyses.

Task 5.1: Coding and Keypunching. There will be a minimal amount of coding required before the questionnaire responses can be keypunched. This coding will begin as soon as the questionnaires are available.

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Keypunching will follow.

Task 5.2: Identify Students for Interviews. The data will be cleaned and checked as soon as the data base is available. Since we are very accustomed to designing and implementing large and small data bases, this will prove to be no problem.

Students will be identified for interviews on the basis of score changes from year-to-year. (See Task 4.3)

Task 5.3: Complete Analyses. Analyses, as specified in design submitted to OMB, will be run during the indicated four-month period of this task. This time schedule will also permit additional exploratory analyses, as needed.

Task 6.0: Prepare Report. As the results become available, the final report will be drafted. We propose to submit a first draft to NIE for review and revision suggestions at the end of August, and a final draft by the end of September. We have coordinated the submission of the first draft with the proposed meeting in Washington, D.C, (Task 2.2). At this time, we will be ready to present a 35mm slide show of the most appropriate findings for dissemination.

Task 7.0: Contract Management. This is a continuous task spanning the entire length of the project. It represents the time the Project Director is involved in administration such as coordinating staff efforts, monitoring tasks and budget performance, and maintaining liaison with the NIE through quarterly reports.

10.2.2 Year 2 Task Description

Task 8.0: Preparation for Year 2. We are proposing two subtasks during the early portion of Year 2, while we literally wait for the appropriate time for data collection to occur. Although we are not proposing to submit another OMB package, this time could be utilized for that, in the event it becomes necessary due to required changes in data collection instruments or to OMB clearance on a year-by-year basis (We do not anticipate the latter, however.) Consequently, we will do as much advance planning and preparation as possible.

Task 8.1: Check Software. The Year 2 path model will be very complex. Computer software to handle models like this is rapidly improving. We will want to pretest the accuracy of any new software prior to running our analyses. If this subtask is necessary, we will proceed at this time to make certain that new software innovations are appropriate.

Task 8.2: Prepare Dissemination Materials. Prior to having the actual findings from Year 2, we can begin the planning and preparation of many of the proposed dissemination materials. This early preparation is designed to aid in improving the quality of all materials generated during the final months of the contract.

Task 9.0 through 12.0. The task descriptions for Tasks 9.0 through 12.0 in Year 2 are identical to the descriptions of Tasks 4.0 through 7.0 in Year 1, with the following exception. We indicate the meetings in Washington, D.C. under Project Management in Year 2.

APPENDIX A

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APPENDIX B

INSTRUMENTS

Number ________

Name ______________________________ Sex _____ Age _____

Grade in school _____ Name of school ______________________

1. Father's occupation ___________________________

Mother's occupation ___________________________

2.] How many older brothers do you have? _____

How many younger brothers do you have? _____

How many older sisters do you have? _____

How many younger sisters do you have? _____

3. Please write down the number of years you intend to study each of the following subjects while in high school.

Astronomy _____
Chemistry _____
A foreign language _____
Mathematics _____
Physics _____
Social Studies _____

4. Would you like to take more courses in English than the required 4 years? Yes _____ No _____

5. Rate how much you expect to enjoy taking a course in each of the following subjects. Use a scale from 1 to 5 where 1=I expect to *dislike* it very much; 2=I expect to dislike it somewhat; 3=I am indifferent; 4=I expect to like it somewhat; 5=I expect to like it very much.

Biology _____
Chemistry _____
English _____
History _____
Languages _____
Mathematics _____
Physics _____

6. Do you plan to go to college? Yes _____ No _____

   If yes, what subjects will you consider for a major? (If you can be no more specific, write "Humanities", "Social Sciences", "Sciences", etc.)

7. What are your career plans? (Please be as specific as possible.)

   First choice: ______________________________

   Second choice: ______________________________

   Third choice: ______________________________

8. List below the jobs you know of which require some knowledge of advanced mathematics (algebra II, calculus).

9. List below the jobs you know of which require you to use the skills you've learned in English (writing, grammar, criticizing literature, etc.).

On the following pages are some statements. There are no correct answers for these statements. They have been written so that you may agree or disagree with the idea expressed. Suppose the statement is:

Example 1. I like mathematics.................. SA A U D SD

As you read the statement, you will know whether you agree or disagree. If you strongly agree, circle the letters SA (Strongly Agree) following the statement. If you agree, but have some reservations, circle A (Agree). If you disagree with the idea, indicate the extent to which you disagree by circling D (Disagree) or SD (Strongly Disagree). But if you neither agree nor disagree, that is, you are not certain, circle U (Uncertain). Now, circle your response to Example 1, and do the same for Example 2 below.

Example 2. English is very interesting to me..... SA A U D SD

Do not spend much time with any statement, but be sure to answer every statement. Work fast, but carefully.

1. Anyone can learn mathematics..................... SA A U D SD
2. I am sure I could do advanced work in English........ SA A U D SD
3. I enjoy reading books for my homework in English..... SA A U D SD
4. There is not much room for my own ideas in math...... SA A U D SD
5. In English there is a lot of learning by heart.......... SA A U D SD
6. Taking a test in English class doesn't bother me...... SA A U D SD
7. Knowing mathematics will help me earn a living....... SA A U D SD
8. Studying English now will help me earn a living later on SA A U D SD
9. I get scared when I open my math book and see a page full of problems............................. SA A U D SD
10. Math has been my worst subject...................... SA A U D SD
11. English is a fairly easy subject...................... SA A U D SD
12. The challenge of math problems does not appeal to me . SA A U D SD
13. I put off studying for a math test as long as I can...... SA A U D SD
14. Mathematics is a worthwhile and necessary subject... SA A U D SD
15. I do as little work in English as possible............ SA A U D SD

SA--Strongly Agree; A--Agree; U--Uncertain; D--Disagree; SD--Strongly Disagree

16. I look forward to having to report to the class about a book I read.................................. SA A U D SD

17. Math is fairly easy.................................. SA A U D SD

18. Outside of journalism and writing books, there is little need for writing skills in most jobs................ SA A U D SD

19. I get a sinking feeling when I think of trying to write a composition on a hard topic..................... SA A U D SD

20. Mathematics is dull and monotonous................. SA A U D SD

21. Anyone can learn to write good compositions.......... SA A U D SD

22. Calculating percentages is fun....................... SA A U D SD

23. I expect to have little use for math when I get out of school.. SA A U D SD

24. I don't think I could do advanced mathematics........ SA A U D SD

25. My own ideas can be used in English class........... SA A U D SD

26. I feel nervous during math tests...................... SA A U D SD

27. When a math problem arises that I can't immediately solve, I stick with it until I have the solution....... SA A U D SD

28. I study English because I know how useful it is....... SA A U D SD

29. I look forward to taking more English courses......... SA A U D SD

30. It is important to know math in order to get a good job. SA A U D SD

31. I don't think I could do advanced work in English..... SA A U D SD

32. I am not worried by assignments which ask me to write a poem.. SA A U D SD

33. I am sure that I can learn mathematics............... SA A U D SD

34. The work for English class can be exciting........... SA A U D SD

35. I do not like being watched as I do a set of division problems................................. SA A U D SD

36. Mathematics can be exciting.......................... SA A U D SD

37. Math will not be important to me in my life's work..... SA A U D SD

SA--Strongly Agree; A--Agree; U--Uncertain; D-Disagree; SD--Strongly Disagree

38. It is important to be able to write well in order to get a good job.................................. SA A U D SD

39. I usually have been at ease during math tests......... SA A U D SD

40. Very few people can learn mathematics............... SA A U D SD

41. English has been my worst subject.................. SA A U D SD

42. I often clam up when asked to explain the meaning of a poem.. SA A U D SD

43. I am challenged by math problems I can't understand immediately.. SA A U D SD

44. The work assigned in English is dull................ SA A U D SD

45. I do not like having to write compositions in class.... SA A U D SD

46. Math is not useful for the problems of everyday life... SA A U D SD

47. English is a worthwhile and necessary subject to study SA A U D SD

48. Mathematics tends to be difficult.................. SA A U D SD

49. It wouldn't bother me at all to take more math courses SA A U D SD

50. Math involves a lot of learning by heart............. SA A U D SD

51. English is a difficult subject...................... SA A U D SD

52. I get a sinking feeling when I think of trying hard math problems.. SA A U D SD

53. Taking mathematics is a waste of time............... SA A U D SD

54. English class gives you the chance to think things out for yourself.. SA A U D SD

55. It bothers me to have to take English courses all the way through high school......................... SA A U D SD

56. I am sure I could do advanced work in mathematics.... SA A U D SD

SA--Strongly Agree; A--Agree; U--Uncertain; D--Disagree; SD--Strongly Disagree

57. It is not necessary for me to study English........... SA A U D SD

58. I get scared while waiting for the teacher to return a composition I wrote........................... SA A U D SD

59. My own ideas can be used in math..................SA A U D SD

60. I study math because I know how useful it is......... SA A U D SD

61. Very few people can learn to write good compositions.. SA A U D SD

62. I enjoy being given a set of addition problems to solve SA A U D SD

63. I'm not the type to do well in math................. SA A U D SD

64. There is not much room for my own ideas in English... SA A U D SD

65. I usually enjoy preparing for a math test............ SA A U D SD

66. Math gives me the chance to think things out for myself SA A U D SD

67. Taking English is a waste of time.................. SA A U D SD

68. I get scared when my homework involves correctly punctuating sentences........................... SA A U D SD

69. Outside of science and engineering, there is little need for mathematics in most jobs............ SA A U D SD

70. I can get good grades in English..................... SA A U D SD

71. English doesn't scare me at all...................... SA A U D SD

72. I can get good grades in mathematics................ SA A U D SD

73. I do as little work in math as possible............... SA A U D SD

74. Once I start working on an English composition, I find it hard to stop............................ SA A U D SD

75. Math doesn't worry me at all..........................SA A U D SD

76. I will use math in many ways as an adult.............. SA A U D SD

77. My study of English will not help me earn a living..... SA A U D SD

78. I feel uneasy when I realize I must take a certain number of math classes to graduate from high school.. SA A U D SD

Name ______________________________ Number ____________

The purpose of the next set of scales is to find out the impression you have of people with different occupations. At the top of the next few pages is a description of an individual's occupation. Below is a series of descriptive scales. Please rate each occupation on each scale as follows: If you feel an individual with the specified occupational role is very like one end of the scale, circle the number at that extreme of the scale:

reckless [✓ 1] 2 3 4 5 6 7 cautious

If this person is quite like one end of the scale (but not extremely), circle a "2" or a "6", whichever is near the appropriate end of the scale:

radical 1 2 3 4 5 [✓ 6] 7 conservative

And so on. The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the type of person described. Please reserve the middle number, "4", for neutral judgments, that is, circle "4" if both sides of the scale are equally associated with the person described, or if the traits described are completely irrelevant.

Work fairly quickly through these scales; it is your first impression that we want. However, make sure you mark every scale and that you circle only one number for each item.

This person is a writer. Sometimes the job demands teaching literature and/or poetry courses in a university; lots of time is spent writing articles, poems, or books.

1.	very concerned with financial success	1	2	3	4	5	6	7	not at all concerned with financial success
2.	not at all warm and affectionate	1	2	3	4	5	6	7	very warm and affectionate
3.	radical	1	2	3	4	5	6	7	conservative
4.	very assertive	1	2	3	4	5	6	7	not at all assertive
5.	very creative	1	2	3	4	5	6	7	not at all creative
6.	individualist	1	2	3	4	5	6	7	conformist
7.	calm	1	2	3	4	5	6	7	excitable
8.	low opportunity for advancement	1	2	3	4	5	6	7	high opportunity for advancement
9.	sensitive	1	2	3	4	5	6	7	insensitive
10.	reckless	1	2	3	4	5	6	7	cautious
11.	very independent	1	2	3	4	5	6	7	not at all independent
12.	very gentle	1	2	3	4	5	6	7	not at all gentle
13.	not at all interested in art	1	2	3	4	5	6	7	very interested in art
14.	not at all intuitive	1	2	3	4	5	6	7	very intuitive
15.	irresponsible	1	2	3	4	5	6	7	responsible
16.	very powerful over others	1	2	3	4	5	6	7	not at all powerful over others
17.	wise	1	2	3	4	5	6	7	foolish
18.	rational	1	2	3	4	5	6	7	irrational
19.	not at all competitive	1	2	3	4	5	6	7	very competitive
20.	sociable	1	2	3	4	5	6	7	retiring
21.	changeable	1	2	3	4	5	6	7	stable

This individual is a mathematician. Sometimes the job entails teaching mathematics in a university; lots of time is spent thinking about mathematics and proving new theorems.

1.	very concerned with financial success	1	2	3	4	5	6	7	not at all concerned with financial success
2.	not at all warm and affectionate	1	2	3	4	5	6	7	very warm and affectionate
3.	radical	1	2	3	4	5	6	7	conservative
4.	very assertive	1	2	3	4	5	6	7	not at all assertive
5.	very creative	1	2	3	4	5	6	7	not at all creative
6.	individualist	1	2	3	4	5	6	7	conformist
7.	calm	1	2	3	4	5	6	7	excitable
8.	low opportunity for advancement	1	2	3	4	5	6	7	high opportunity for advancement
9.	sensitive	1	2	3	4	5	6	7	insensitive
10.	reckless	1	2	3	4	5	6	7	cautious
11.	very independent	1	2	3	4	5	6	7	not at all independent
12.	very gentle	1	2	3	4	5	6	7	not at all gentle
13.	not at all interested in art	1	2	3	4	5	6	7	very interested in art
14.	not at all intuitive	1	2	3	4	5	6	7	very intuitive
15.	irresponsible	1	2	3	4	5	6	7	responsible
16.	very powerful over others	1	2	3	4	5	6	7	not at all powerful over others
17.	wise	1	2	3	4	5	6	7	foolish
18.	rational	1	2	3	4	5	6	7	irrational
19.	not at all competitive	1	2	3	4	5	6	7	very competitive
20.	sociable	1	2	3	4	5	6	7	retiring
21.	changeable	1	2	3	4	5	6	7	stable

Now, please rate yourself on the following scales.

1.	very concerned with financial success	1	2	3	4	5	6	7	not at all concerned with financial success
2.	not at all warm and affectionate	1	2	3	4	5	6	7	very warm and affectionate
3.	radical	1	2	3	4	5	6	7	conservative
4.	very assertive	1	2	3	4	5	6	7	not at all assertive
5.	very creative	1	2	3	4	5	6	7	not at all creative
6.	individualist	1	2	3	4	5	6	7	conformist
7.	calm	1	2	3	4	5	6	7	excitable
8.	low opportunity for advancement	1	2	3	4	5	6	7	high opportunity for advancement
9.	sensitive	1	2	3	4	5	6	7	insensitive
10.	reckless	1	2	3	4	5	6	7	cautious
11.	very independent	1	2	3	4	5	6	7	not at all independent
12.	very gentle	1	2	3	4	5	6	7	not at all gentle
13.	not at all interested in art	1	2	3	4	5	6	7	very interested in art
14.	not at all intuitive	1	2	3	4	5	6	7	very intuitive
15.	irresponsible	1	2	3	4	5	6	7	very responsible
16.	very powerful over others	1	2	3	4	5	6	7	not at all powerful over others
17.	wise	1	2	3	4	5	6	7	foolish
18.	rational	1	2	3	4	5	6	7	irrational
19.	not at all competitive	1	2	3	4	5	6	7	very competitive
20.	sociable	1	2	3	4	5	6	7	retiring
21.	changeable	1	2	3	4	5	6	7	stable

APPENDIX C

WESLEYAN UNIVERSITY
MIDDLETOWN, CONNECTICUT 06457
PSYCHOLOGICAL LABORATORY

To: School personnel in Middletown, Ct., Durham/Middlefield, Ct., and Weston, Mass.

From: Lorie Brush

Re: Summary of research on student's avoidance of mathematics or the humanities

The following few pages contain a summary of the research I carried out this year under the auspices of the Spencer Foundation and with the assistance of school personnel. I would like to share these results with anyone who is interested, and hope to disseminate at least this summary to the principals, guidance counselors, and teachers who helped me with the testing and shared ideas with me. The Final Report for the Foundation is also available upon request, but its 155 pages make it somewhat cumbersome to distribute. Should anyone have questions for me or wish to discuss the findings, my summer address is: Department of Psychology, Wesleyan University, Middletown, Ct. 06457, area code 203/347-9411, X459 or X286.

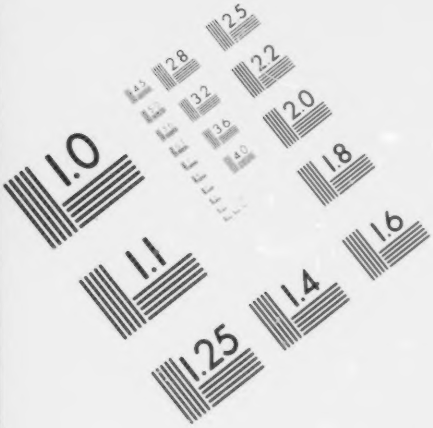
A total of 985 sixth, ninth, and twelfth graders from three school systems were given a 40-minute questionnaire asking about their plans for further coursework and careers, their "thinking style," and their attitudes toward the disciplines of mathematics and English. An additional 220 eleventh graders completed the questionnaire, but their answers are not discussed in the present report. Standardized test scores were obtained from schools' guidance offices with the assurance that students' anonymity would be preserved.

Seven hypotheses were derived from relevant psychological literature to explain why students might wish to avoid either the humanities or the physical sciences and mathematics, and each of these is presented below followed by a summary of pertinent results and suggestions as to how these results may be useful to schools. The emphasis of the grant was on avoidance of quantitative course work, especially in women, so that issue is central to this discussion. A similar analysis of avoidance of the humanities is planned for this summer.

(1) Avoidance of quantitative course work, especially in women, is caused by a lack of ability (especially quantitative ability) as measured by standardized aptitude tests.

Mathematical aptitude as measured by standardized tests was strongly related to enrollment in high school mathematics and physical science courses for the ninth and twelfth grade groups. Students who scored highly on these tests of quantitative ability tended to take more courses in quantitative areas. Thus, it would seem as though the first hypothesis was confirmed. Two qualifications must be made, however, before the conclusion may be accepted.

The first qualification responds to the fact that not only do more



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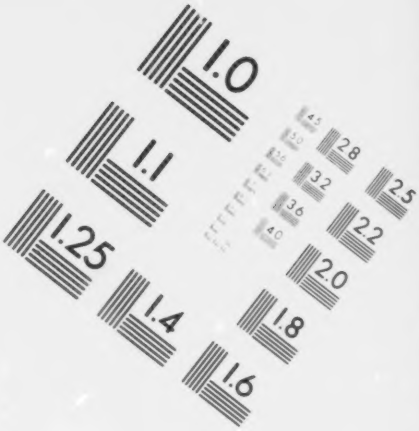

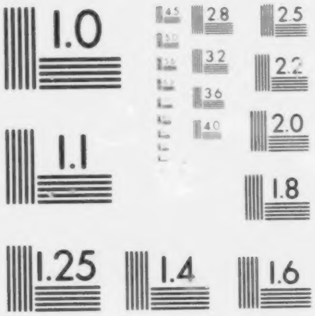

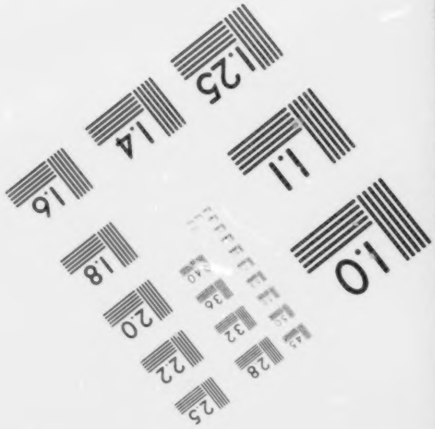

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mathematically able students take lots of quantitative courses, but also more verbally able students, and students with a higher general IQ. The students in chemistry, physics, and fourth year high school mathematics are probably students who are college bound, and it may be their belief that these courses will better prepare them for their further educational experiences. Or it may be that these courses are considered the "normal" academic program and are taken by all students who are not in business or vocational programs. Whatever the case, it is clear that one must expand the conclusion of this section to state,

> Students of high ability take a large number of quantitatively-oriented high school courses.

Second, implied in the hypothesis is the notion that the sexes differ in mathematical ability, i.e., that females score lower than males, and that because of this difference, females enroll in fewer math courses. Though it was true in this research that females (in sixth and twelfth grades) enrolled in, or wished to enroll in, fewer physical science courses, no significant sex differences were evident in aptitude for the grades tested. Hence, a more appropriate summary of the findings about ability is the following:

> More males than females take physical science courses in high school, and more high ability students enroll in these courses. But it is not the case that more males show high quantitative aptitude scores than females, or high verbal aptitude or IQ scores. Sex and Ability are independent predictors of Course Plans in Physical Science.

Reinforcement of this conclusion is provided by the analysis of sex differences in course selection within the high ability group. Among the seniors in this pool, females reported taking significantly fewer physical science courses than males. Even when girls were quite talented, they did not choose to express this talent in quantitative areas to the same extent that boys did.

Given a commitment to training students appropriately for the quantitatively-oriented job market they must enter, school systems can use these findings to establish guidelines:

(a) Since high ability students are most likely to continue studying science and math throughout high school, it is these students who may be encouraged by career counseling and teacher counseling to take that last year of math or that additional course in science. Knowing the wealth of good job possibilities awaiting them should provide them with an incentive for completing still another preparatory course.

(b) Part of the reason that middle and lower ability students are dropping math early on in high school may well be their lack of understanding of the fact that the quantitatively-oriented job market has job openings at a level appropriate for them as well as their fellow students in Calculus. More information, preparation, and job experiences in bookkeeping, computer programming, and spatially-oriented trades like carpentry might encourage these students in their pursuit of mathematical training.

(c) For women especially counseling is needed. It is no longer possible (or realistic) for girls to assume they do not need to prepare themselves for the job market. If they show talent in quantitative areas, they should be encouraged strongly to follow it up, to explore their options in these fields, to take courses all the way through high school.

(2) Avoidance of quantitative courses, especially in women, is caused by their divergent thinking style which is antithetical to mathematical (convergent) thinking.

Talented divergent thinkers are supposed to like to frequently shift categories of thought, to generate a multiplicity of answers to stated questions, and they are not supposed to find it necessary to reach one final answer to a question. This fluency and flexibility in idea production is thought to stand in opposition to the more linear and convergent style of thinking demanded in the sciences, but divergent thinking skill did not appear

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in that capacity in this research. Students who chose a large number of math and science courses did have great skill at convergent tasks such as IQ test questions, but they were also very good at divergent tasks like thinking up uses for common objects.

It was clear, then, that avoidance of courses by both sexes was not caused by a divergent thinking style, and that males and females did not differ in this skill, so that the entire hypothesis was disconfirmed. A more appropriate conclusion is the following:

> Students of either sex who can think of many uses for a set of common objects, that is, students talented in divergent thinking, elect many rather than few high school physical science courses.

This reversal of an hypothesis suggests a certain kind of action for a school's mathematics department:

> (a) In trying to explore ways to encourage students to enroll in mathematics/science courses it may be useful to think of ways to encourage divergent thinking in these courses. Rather than delineating the appropriate mode of reasoning as deductive, students might frequently be asked to use inductive skills in devising and testing hypotheses about how to find the area under a curve or the tangent to a point on a line, how to determine the structure of a chemical, or the relevant variables in pendulum motion. Call it "discovery" teaching or learning, if you'd like; it is a chance to use a set of skills often untapped, but necessary for eventual creativity in science and the arts.

(3) Avoidance of quantitative courses, especially by women, is caused by their negative attitudes about mathematics which include a notion of mathematics as very difficult, uncreative, and not very useful.

In the cases of all three mathematics attitude scales, more positive attitudes correlated positively with enrollment in math and science courses. Beliefs that mathematics is accessible to most people and to you, that work in mathematics can be creative and exciting and that you can use your own ideas in math class, and a belief that mathematics is a useful subject to know and that you personally will use it often as an adult all were related to planning to take or completing more quantitative courses. Thus, this hypothesis is partially supported:

> Students with negative attitudes about mathematics, students who think it is difficult, dull, and useless, do not choose to take many math and science courses in high school.

To fully support this hypothesis we need to look further at the differences between males and females in attitudes and the ramifications of these differences. Sex differences were evident in the ninth grade group on all of the math attitude scales, and in the twelfth grade on the Math is Easy scale. In each case males were more positive than females about mathematics. Thus, there is some evidence that the sexes differ in the hypothesized direction, and that negative attitudes are related to taking fewer math courses.

Further information on the changes in attitudes with increasing age can shed more light on possible causes of negative attitudes. For both sexes all attitudes about mathematics became more negative with age, but the timing of the decline was different for boys and girls. A large difference in the sixth and ninth grade girls' means was observed whereas the boys' means differed only slightly. Where there had been no sex differences in sixth grade in attitudes, there were clear sex differences in ninth grade. From that point to twelfth grade boys' means dropped a great deal, girls' not so much so that in twelfth grade only one of the three attitude scores showed a sex difference. This finding yields a further conclusion about attitudes to mathematics:

> As one progresses through school, attitudes toward mathematics become more and more negative, but the timing of these attitude changes is different for boys and girls. Girls become more negative from sixth to ninth grade, boys from ninth to twelfth.

As a check to make certain that students were not seeing all of school in a more negative light, one must compare attitudes toward English with those toward mathematics. Across grades attitudes toward English became more positive, but again there were sex differences in the timing of the change. Boys' attitudes to English declined slightly between sixth and ninth grade, and then increased substantially from ninth to twelfth. Girls' attitudes constantly increased throughout sixth to twelfth grade. So, students of both sexes were not becoming more negative about school in general, only mathematics in particular. And, the junior high school years seem to be critical for the changes in attitudes which influence course selections in mathematics for women (and, perhaps, in English for men).

Hypothesis 3 with certain amendments has thus been accepted. Negative attitudes do have an influence on course selections, and the girls are affected at an earlier age than boys, which results in a decrease in their desire to enroll in high school physical science courses. For school personnel, several suggesticsn may be made:

(a) Many students feel that mathematics can be learned only by a select few. To demonstrate that this subject is accessible to the majority of students, it would seem as though creating an atmosphere in which all questions are legitimate and all issues clearly explained to students is a prerequisite. Many students felt math is a mystery which they cannot solve. Very thorough explanations, probably repeated, are highly desir[illegible].

(b) Many students feel that learning math is a process of memorizing other people's ideas, that there is no room for one's own creativity. This certainly need not be the case.

(c) Many students feel that the math they learn in school is irrelevant outside of school. One method of proving this false is making

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school math respond to the problems of the outside world; another is to career counsel students as to the future usefulness of the abstract ideas they are learning in the present.

(d) The timing of intervention to stop the formation of negative attitudes toward "sex-inappropriate" subjects is the middle school years. It is this time period in which girls develop negative attitudes to math, and boys to English. For the girls the problem is especially serious because if you reject studying mathematics this early, it is virtually impossible to catch up. We need to "desexualize" these subjects, making math appropriate material for both sexes. Problems should involve feminine and masculine tasks; books should picture both sexes as proficient in mathematics; teachers and counselors should give special encouragement to girls about their mathematics work.

(4) Avoidance of mathematics is caused by one's self-concept being very different from one's stereotype of a mathematician. Women, in particular, see themselves as quite distinct from mathematicians.

Only twelfth graders were requested to describe themselves and mathematicians on the appropriate scales, and for this group the distance between self and mathematician was uncorrelated with the choice of high school courses. There was a clear sex difference in the degree to which one identified with mathematicians such that men felt much closer to their stereotype of a mathematician than did women, but this difference did not seem to be a strong factor in encouraging or discouraging students from studying mathematics and science. Thus, hypothesis 4 was disconfirmed. A truer picture of the role of this self-stereotype distance measure is as follows:

> Men identify more closely with their idea of a mathematician than do women, but this self/mathematician distance score does not predict entry into physical science courses.

Although this measure has not proved to be an effective predictor of Course enrollment, the sex difference results suggest that certain intervention strategies may be worthwhile:

(a) The image students have of mathematicians denies to those individuals an emotional side. They are rational, wise, cautious, calm, and stable--in other words, dull, unemotional, and probably relate to people very badly. Especially to more socially-oriented girls, this is a far cry from their ideal self. Introducing real people who happen also to be mathematicians or to use mathematics in their jobs may lessen the distance one feels from members of quantitative vocations.

(b) Career counseling which provides students with more accurate images of people in occupations might also be useful in fighting the "negative" nature of this image of a mathematician.

(5) Avoidance of quantitative course work, especially by women, is caused by their high anxiety in situations which require quantitative skills.

Mathematics anxiety was strongly related to enrollment in quantitative courses in all three grades tested. Students who were very bothered by math tests, who panicked over homework assignments, and who were never relaxed in math class did not wish to take any more mathematics than they had to. This part of hypothesis 5 was clearly supported:

> Students who rate themselves as highly anxious in mathematical situations do not wish to take much mathematics.

The issue of math anxiety differentially affecting males and females was not clearly answered. Only in the ninth grade sample were sex differences obvious with girls showing more math anxiety than boys. Attempts to explain this result parallel those used in explaining the attitudes discussed in hypothesis 3. Mathematics anxiety increased with age for the sample as a whole, but there was a large jump in the anxiety of girls from the sixth to the ninth grade samples, followed by a slight decrease in the twelfth grade girls. Boys' mathematics anxiety seemed to gradually increase across the age range. Thus, we may extend certain of the conclusions about sex differences in attitudes to include this measurement of mathematics anxiety:

> Sex differences in mathematics anxiety are apparent only in the ninth grade, and appear to be due to a large increase in girls' anxiety during the middle school years. Boys' anxiety increases less substantially during these years.

It is clear from the results about anxiety in English class and humanities-oriented situations that students' anxiety level in all areas did not increase with age, but that mathematics was a particularly anxiety-provoking subject. This result suggests that a close look at the teaching of English and mathematics is warranted. Differences in classroom experiences may suggest the reasons for differences in anxiety. Although the data of this study do not include specific comments on classroom procedure, certain scale items provide hints of differing procedures. In mathematics classes tests are frequent as well as being required to answer questions or do problems in front of fellow students. Both of these create high degrees of anxiety in many children. English classes tend to use more written work outside of class for evaluation, and to allow class participation where there isn't simply one right answer which a child is required to publicly supply. Having an extended period of time to do one's work and being encouraged to think up one's own ideas don't arouse the level of anxiety of timed performances and one-right-answer situations. For schools, then, one could suggest:

(a) Relaxing the test-oriented structure of mathematics classes to reduce students' anxiety and encouraging more idea-generating situations within the class.

(b) Downplaying the public affirmation or denial of a child's work. The suggestion about encouraging the creating of new ideas in math is appropriate in this regard, too.

(6) Avoidance of mathematics, particularly for women, is due to their low expectations for liking future mathematics and science courses.

The degree to which one feels one will enjoy future courses was strongly correlated to one's plans for future courses or actual course choice. However, no sex differences were evident in liking for physical sciences. So, hypothesis 6 was shown to be partially valid in that liking was a good predictor of course choice:

> Students of either sex who anticipate that they will like future courses in physical science choose to enroll in many physical science courses.

It is difficult to make specific suggestions for schools from this result. A student's prediction of future enjoyment seemed to be based on past positive experiences; to create such experiences, suggestions made from earlier results may be used.

(7) Avoidance of physical science, especially by women, is caused by their career aspirations for which mathematics is irrelevant.

Both the level of education required for the career to which students aspired and the area or field of the career were positively correlated to Course Plans in Physical Science. The higher the amount of education needed to pursue the intended career and the placement of that career under the general rubric of "science" encouraged students to enroll in more science courses. But here, too, sex differences were few. Only in the sixth grade were there clear differences in career plans, and in that grade girls wanted higher level careers than boys and were more frequently directed toward science careers. In ninth and twelfth grades sex differences were minimal. It thus appears as though career plans follow the direction of liking of courses, and that hypothesis 7 is also only partially confirmed:

> Plans for a career in science and/or a career which requires a high level of education inspire students, whatever their sex, to enroll in many physical science courses.

These career findings do provide additional support for the necessity of effective career counseling in high schools:

> (a) Knowledge of the wide range of science careers and their prerequisites should be provided students of both sexes, and, if possible, not only written information should be available. Experiences with people in various vocations, experiences with women in male-dominated fields and men in female-dominated fields would expand both sexes' horizons.

Summary

In conclusion, five of the seven factors proposed in the hypotheses of the introduction proved to be highly correlated with students' choice of many physical science courses: mathematical ability; positive attitudes toward mathematics; low anxiety in quantitative situations; high expectations of liking future courses in the field; and career aspirations within the large discipline of science. Contrary to initial hypotheses, students interested in math and science were capable of divergent as well as convergent thinking, and did not see themselves as more like mathematicians than other students. From these results it is possible to pinpoint those students most likely to avoid math and science in high school, and also to suggest ways they might be encouraged to enroll in these courses.

Sex differences were few and far between in the sixth grade group, but had clearly developed by ninth grade in attitudes and anxiety about mathematics. It was girls whose means were so very different from sixth to ninth grade, girls who had decided that mathematics was too difficult, not at all creative, and of little use, girls who felt so very anxious in quantitative situations. Boys' means showed a great drop from ninth to twelfth grade in attitudes and anxiety, so that by the end of high school neither sex was thinking terribly positively about the discipline.

Of the suggestions made for schools perhaps the most important are those designed to encourage both sexes to pursue more quantitative courses. Females may need extra encouragement, but all students may require some. The Occupational Outlook Handbook put out by the U. S. Dept. of Labor projects the frequency of job openings over the next 10 years, and it clearly shows that applicants with quantitative skills will be in great demand. We need to prepare today's students for this world of work of tomorrow.

NIE REVIEW PROCEDURES AND CRITERIA

Proposals will be reviewed by NIE staff members assisted as necessary by additional experts in the areas of the proposed research. Applications will be evaluated in competition with other applications in the same selected area in accordance with the criteria described below. The relative weight of the major evaluation criteria is indicated by the percentages assigned.

A. The significance of the proposed research for American education (25%), including:

   1. The importance of the problem is from the standpoint of basic knowledge of problems of American education;

   2. The likely magnitude of the addition that will be made to knowledge if the project is successful, including the generalizability of the results; and,

   3. The appropriateness of the proposed activities to the purposes of the grants program as specified in this announcement.

B. The quality of the proposed research project (40%), including such considerations as:

   1. The clarity of the problem statement and generalizability of the problem;

   2. The extent to which the application exhibits thorough knowledge of pertinent previous work and relates the proposed research to it;

   3. The clarity and testability of objectives or hypotheses;

   4. The adequacy of design, sampling, methodology, analysis, and instrumentation, where appropriate;

   5. The appropriateness of the data to the questions being answered and the proposal analysis; and,

   6. The likelihood of success of the project.

C. Quality of the proposed utilization and dissemination plan (5%).

D. Qualifications of the principal investigator and other professional personnel (10%), as evidenced by:

   1. Experience and previous research productivity; and,

   2. The quality of the discussion and analysis in the application.

E. Adequacy of the facilities and arrangements available to the investigator to conduct the proposed study (5%).

F. Reasonableness of the budget for the work to be done and the anticipated results (10%).

G. The soundness of the management plan and the time schedule (5%).

Evaluations and Comments by Reviewers

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

Proposal No.:

Per your request, I am forwarding reviewers' comments on your Women and Mathematics grant proposal. As you will notice, no reviewer is identified by name, however, all were selected for their expertise in at least one area related to the competition--mathematics, mathematics education, research on women, or research design and methodology.

In the first round of reviews, three reviewers read each proposal--one from NIE plus two outside experts. Based on recommendations from Round 1, some of the proposals were reviewed in Round 2. As many as four more outside reviewers read proposals for Round 2. If your proposal made Round 2, you may also find a sheet of comments based on a group discussion of your proposal.

Reviewers used the same rating scale for each round, based on a total of 100 points. In addition, each reviewer indicated a global rating--acceptable, acceptable with modifications, not acceptable or not eligible (did not match guidelines in the announcement). A summary sheet for major strengths and weaknesses was also provided.

I hope these comments are useful for understanding why the reviewers did not recommend your proposal for an award. Additionally, I hope the comments provide constructive suggestions for how your proposal might be strengthened.

Thank you again for submitting your proposal to the Women and Mathematics program. We appreciate the time and effort you spent on it.

Sincerely,

Judith Sauls Shoemaker, Ph.D.
Women and Mathematics Program

Reviewer Number 10W Application Number 70057

For each question please enter only one score in the range indicated. The higher the number the better the rating. Do not use fractional scores. Comments on each item should be put in the space provided or on the reverse of this page, if needed.

1. What is the likelihood that the project, if successful, will contribute basic knowledge in the specific problem area and generalizable results for American education?

   (Points: Min. 0, Max. 10) 10

   Comments:

   Excellent preliminary results debunking some widely-held myths.

   Doing anything to reverse the detrimental factors is of course more difficult.

2. How appropriate are the proposed activities to the purposes of the grants program as specified in the announcement?

   (Min. 0, Max. 15) 15

   Comments:

   To the extent that anyone really can find out what the influential factors are, this proposal has a good chance of success. It is aimed exactly at the purpose specified.

Reviewer Number 10W Application Number 70357

3. To what extent does the application exhibit thorough knowledge of pertinent previous work, and to what extent does the application relate the proposed research to the work?

(Min. 0, Max. 10) 10

Comments:

Thorough knowledge of previous work, fine job of putting together hypotheses of other researchers and integrating the work.

4. Are the problems, objectives and/or hypotheses clearly stated and able to be tested?

(Min. 0, Max. 5) 3

Comments:

There are a few problems here. There is too close a relation between physical sciences and math--some of the avoidance of the former shouldn't really be related to the latter and it will be in the way the study is designed. (Also, the research equates science incorrectly with physical science.)

It is not clear that all of the hypotheses make sense for the given age groups. For example, those involving creativity are inappropriate expecially given the sort of questions used to test it.

5. How adequate are the design, sampling procedure, methodology, analysis and instrumentation, where these are appropriate to the proposed research?

(Min. 0, Max. 10) 9

Comments:

Some of the questions could be improved (see above) or eliminated. Sixth graders are unlikely to know what humanities are. The notion that mathematics if of use only to mathematicians is reinforced and in view of the fact that the students are unlikely to have any real notion of what mathematical research is, the questions on the image of a mathematician don't seem exactly right.

But these are minor quibbles. In general the design, etc. are good.

Reviewer Number 10W Application Number 70357

6. To what extent are the data appropriate to the questions being answered and the proposed analysis?

(Min. 0, Max. 5) 4

Comments:

Reasonably good with minor reservations along lines noted above.

7. How adequate are plans for the utilization and dissemination of the project's results?

(Min. 0, Max. 5) 4

Comments:

Quite good for school systems. Maybe dissemination to teacher and counselor training institutions could be undertaken--why wait to try to correct the problems by in-service training?

8. Are principal investigators and other professional personnel adequately qualified as evidenced by previous research experience and the quality of this application?

(Min. 0, Max. 10) 10

Comments:

Yes. However, a "real" mathematician should be added as a consultant. Someone who has done research in pure mathematics and who has taught substantial mathematics courses for a number of years is really needed to provide insights into various aspects of the problem.

Reviewer Number 10W Application Number 70357

9. Are the management plan and time schedule appropriate in relation to the proposed research?

(Min. 0, Max. 5) 5

Comments:

10. Are the applicant's facilities and arrangements adequate to conduct the proposed study?

(Min. 0, Max. 5) 5

Comments:

See item 8.

11. Is the estimated cost reasonable in relation to the anticipated results?

(Min. 0, Max. 10) 9

Comments:

Yes, except I should like to see more focus on the utilization and dissemination aspects.

Reviewer Number 10W (255) Application Number 70357

12. What is the likelihood that the proposed project will be successfully implemented?

(Min. 0, Max. 10) 9

What is the definition of success?
All the data can be collected and the hypothesis tested given the abilities of the researcher and the facilities available. Whether the results will lead to getting more women into mathematics is another question.

TOTAL SCORE:
(Min. 0, Max. 100) 93

Overall, how would you rate this application? (Check only one):

X Acceptable
___ Acceptable with modifications (Specify below)
___ Not Acceptable
___ Not Eligible (Explain below)

COMMENTS:

Head and shoulders above any of the other proposals I have read. Should definitely be funded.

(256)

Reviewer Number 10W Application Number 70357

Please identify the outstanding strengths and weaknesses (or points to be improved) to help us decide among applications with identical scores, and to provide more meaningful feedback to an applicant than could be provided by the numerical score alone. Anonymity will be preserved in all cases. (Use reverse if necessary.)

STRENGTHS:

The real strength is the principal investigator's grasp of the problem. Appropriate groups are being looked at, interesting hypotheses are being tested.

WEAKNESSES:

Minor problems have been noted above. A mathematician's point of view is the most serious omission.

Perhaps too much emphasis on careers--the hypothesis testing won't really test whether girls at this age are seriously considering career decisions.

Reviewer Number 09W Application Number 70357

For each question please enter only one score in the range indicated. The higher the number the better the rating. Do not use fractional scores. Comments on each item should be put in the space provided or on the reverse of this page, if needed.

1. What is the likelihood that the project, if successful, will contribute basic knowledge in the specific problem area and generalizable results for American education?

   (Points: Min. 0, Max. 10) 8

   Comments:

   Major identified important variables are included in the proposed study with the exception of two or three.

   Method of sampling and instrumentation should be representative and provide for generalizability.

2. How appropriate are the proposed activities to the purposes of the grants program as specified in the announcement?

   (Min. 0, Max. 15) 15

   Comments:

   They appear to be right on target. Comparable data on area of English is also proposed as a foil in the data collection. No analysis of this data is proposed.

Reviewer Number 09W Application Number 70357

3. To what extent does the application exhibit thorough knowledge of pertinent previous work, and to what extent does the application relate the proposed research to the work?

(Min. 0, Max. 10) 10

Comments:

4. Are the problems, objectives and/or hypotheses clearly stated and able to be tested?

(Min. 0, Max. 5) 5

Comments:

Tests of hypotheses not stated, but are implicit in the methods of analysis proposed.

5. How adequate are the design, sampling procedure, methodology, analysis and instrumentation, where these are appropriate to the proposed research?

(Min. 0, Max. 10) 9

Comments:

The design appears to be an efficient means to capitalize on data collected from previous work as baseline and to permit both longitudinal and cross sectional components in the comparative analysis. With the sample size proposed, she may want to specify absolute values of the regression coefficients in the causal analysis rather than straight tests of significance. (Power could result in significant, but low magnitude results). Only other suggestion is to perform ex post facto type analysis (subanalyses) is sex differences are shown in ANOVA's or is a significant contributer in the path analysis.

Reviewer Number 09W Application Number 70357

6. To what extent are the data appropriate to the questions being answered and the proposed analysis?

(Min. 0, Max. 5) 5

Comments:

7. How adequate are plans for the utilization and dissemination of the project's results?

(Min. 0, Max. 5) 5

Comments:

8. Are principal investigators and other professional personnel adequately qualified as evidenced by previous research experience and the quality of this application?

(Min. 0, Max. 10) 10

Comments:

Previous Spencer Foundation study and provision of base line data is a plus for this proposal.

Reviewer Number 09W Application Number 70357

9. Are the management plan and time schedule appropriate in relation to the proposed research?

(Min. 0, Max. 5) 5

Comments:

10. Are the applicant's facilities and arrangements adequate to conduct the proposed study?

(Min. 0, Max. 5) 5

Comments:

11. Is the estimated cost reasonable in relation to the anticipated results?

(Min. 0, Max. 10) 8

Comments:

The computer costs appear to be out of line. If they only have a small computer and they really expect 30 hr. per year of internal data processing, then their facilities are limited. They would be better off renting computer analysis time from a more efficient machine.

Reviewer Number 09W Application Number 70357

12. What is the likelihood that the proposed project will be successfully implemented?

(Min. 0, Max. 10) 10

The completed Spencer Foundation study makes this highly probable.

TOTAL SCORE:
(Min. 0, Max. 100) 95

Overall, how would you rate this application? (Check only one):

	Acceptable
X	*Acceptable with modifications (Specify below)
	Not Acceptable
	Not Eligible (Explain below)

COMMENTS:

I would modify or get further justification for computer costs.

I would suggest they include comparative analysis between areas of math and English in their reports as long as they are proposing to collect the data.

These modifications are not crucial.

(262)

Reviewer Number 09W Application Number 70357

Please identify the outstanding strengths and weaknesses (or points to be improved) to help us decide among applications with identical scores, and to provide more meaningful feedback to an applicant than could be provided by the numerical score alone. Anonymity will be preserved in all cases. (Use reverse if necessary.)

STRENGTHS:

1. Baseline data from prior study. Groundwork on instrumentation, securing sample, etc. is accomplished.
2. Interview data is an advantageous addition at the descriptive level.
3. Instrumentation is well described and has been used previously. It appears that appropriate data within certain psychometric limits will be collected.
4. Causal model mixed with other data anlaysis techniques increases the validity of drawing certain "causal" implications from correlational data.

WEAKNESSES:

No perceived, glaring weaknesses.

Reviewer Number 26W Application Number 70357

For each question please enter only one score in the range indicated. The higher the number the better the rating. Do not use fractional scores. Comments on each item should be put in the space provided or on the reverse of this page, if needed.

1. What is the likelihood that the project, if successful, will contribute basic knowledge in the specific problem area and generalizable results for American education?

   (Points: Min. 0, Max. 10) 6

   Comments:

   Will extend Brush's other research to include more variables, plus interviews to identify "causes" not just correlations, plus multivariate analysis (does not follow these here).

   Plus booklet for schools to provide suggestions on how to encourage more girls to take math. Does propose to study significant variables at different ages but not sure we'll know more than Brush already knew. - Addition is to trace these over time.

2. How appropriate are the proposed activities to the purposes of the grants program as specified in the announcement?

   (Min. 0, Max. 15) 12

   Comments:

   Fits with #1 - variety of affective/cognitive variables.

   Good set of variables

   Omitted achievement as a dependent variable.

Reviewer Number 26W Application Number 70357

3. To what extent does the application exhibit thorough knowledge of pertinent previous work, and to what extent does the application relate the proposed research to the work?

(Min. 0, Max. 10) 8

Comments:

Reviews of literature--fairly superficial. Hits major points but no explanations. "Significant others"--what about parents, teachers, counselors?

Brush's research is detailed--provides foundation for proposed research.

4. Are the problems, objectives and/or hypotheses clearly stated and able to be tested?

(Min. 0, Max. 5) 4

Comments:

All stated clearly--Path analysis testing very well done.

#4 - data to be obtained from interviews but not clear how this is to be tested.

5. How adequate are the design, sampling procedure, methodology, analysis and instrumentation, where these are appropriate to the proposed research?

(Min. 0, Max. 10) 8

Comments:

Interviews-on those who show most change (yr. 1)
Will also obtain data on attitudes toward humanities (All in 40 minutes?)
Analysis - series of ANOVA's
Interview schedule missing
Questionnaires - most of them already developed
Adapted Fennema-Sherman scales + others

(265)

Reviewer Number 26W Application Number 70357

6. To what extent are the data appropriate to the questions being answered and the proposed analysis?

(Min. 0, Max. 5) 4

Comments:

Not clear what interview will yield

Attitude data good

Clear how questionnaires will be scored and used in analysis

7. How adequate are plans for the utilization and dissemination of the project's results?

(Min. 0, Max. 5) 3

Comments:

"Professional journals and meetings" - not identified

Presentations to teachers good

NCTM? AWM?

8. Are principal investigators and other professional personnel adequately qualified as evidenced by previous research experience and the quality of this application?

(Min. 0, Max. 10) 10

Comments:

Brush - Ph.D. Developmental Psychology - Relevant research on
A.B. Math women and math
Doncette Ph.D. cand. - Ed. Res. (No years on degrees)
exp. at Abt in data analysis/mgm't., interviews
Magidson - Ph.D. Decision Sciences
(analyst)

Reviewer Number 26W Application Number 70357

9. Are the management plan and time schedule appropriate in relation to the proposed research?

(Min. 0, Max. 5) 4

Comments:

Exactly who does what? Brush is responsible, but who does work?

No need for OMB Clearance if a grant.

Tryout of interview protocols?

10. Are the applicant's facilities and arrangements adequate to conduct the proposed study?

(Min. 0, Max. 5) 5

Comments:

Yes

11. Is the estimated cost reasonable in relation to the anticipated results?

(Min. 0, Max. 10) 9

Comments:

60% of PI too long for year 1 and year 2 (not that much happens)

Douchette (Abt employee) at $120 per day - too high since we then have to pay overhead, etc.

Indirect Costs high - profit making organization

Cost sharing?

(267)

Reviewer Number 26W Application Number 70357

12. What is the likelihood that the proposed project will be successfully implemented?
(Min. 0, Max. 10) 8

Not sure about interview data collection

TOTAL SCORE:
(Min. 0, Max. 100) 81

Overall, how would you rate this application? (Check only one):

X Acceptable
____ Acceptable with modifications (Specify below)
____ Not Acceptable
____ Not Eligible (Explain below)

COMMENTS:

(268)

Reviewer Number 26W Application Number 70357

Please identify the outstanding strengths and weaknesses (or points to be improved) to help us decide among applications with identical scores, and to provide more meaningful feedback to an applicant than could be provided by the numerical score alone. Anonymity will be preserved in all cases. (Use reverse if necessary.)

STRENGTHS:

Brush has done similar research

Questionnaire instruments included

Path analysis good way to handle data

WEAKNESSES:

Not sure we would gain much information

Interview methodology weak

    Tryouts?

    Check on reliability?

No prediction of math achievement

Journals, conventious not elaborated

National Institute of Education (269) NIE Use:________
Program of Research Grants on Education and Work

PROPOSAL FOR RESEARCH PROJECT

COVER SHEET
(Suggested Format)

Selected Area
____ Occupational Change
____ Assessment
_X_ Women and Math

Title of Study Why Women Avoid the Study of Mathematics:
A Longisectional Study (AAI No. 2997)

RESPONSE TO QUESTIONS

Principal Investigator:	Institutional Official Transmitting Application:
Dr. Lorelei Brush Name	Franklin E. Smith Name
Education Area Department	Vice President Title
Abt Associates Inc. Institution	Abt Associates Inc. Institution
55 Wheeler Street Street, Number	55 Wheeler Street Street, Number
Cambridge, MA 02138 City, State, Zip Code	Cambridge, MA 02138 City, State, Zip Code
(617) 492-7100 Telephone	(617) 492-7100 Telephone

Total Project Period: From Oct. 1, 1977 Through Sept. 30, 1979

Total Federal funds requested: $138,600

Federal funds requested for first 12 months: N/A

APPLICANT CERTIFICATIONS:

1. To the best of my knowledge and belief, statements in the attached proposal are true and correct, the document has been duly authorized by the governing body of the applicant, and the applicant organization will comply with HEW and NIE terms and conditions in effect at the time of award.

________________ Date________
Institutional Official

2. The undersigned agrees to accept responsibility for the scientific nad technical conduct of the research project and for provision of required reports if a grant is awarded as a result of this application.

Lorelei R. Brush Date 4/7/77
Principal Investigator

QUESTION Ia:

> Why are there discrepancies on Table 1 of the proposal (page 23) with regard to the distribution of the sexes, the percent of working class families, and the percent of working mothers?

The distribution of the sexes in each of the sample groups is correctly reported in Table 1 of the proposal. That is, there are considerably more girls than boys in each of the ninth grade groups. According to school officials, these numbers are a reasonable reflection of the distribution of the sexes in these classes. Until the data are collected on the entire ninth grade population of these school districts, however, we will not have more precise data on this issue. At that time, we will be able to check fully on the random nature of the sample. If it should turn out that the sample is not a good reflection of the ninth grades in these schools, we will certainly design the analyses of the data to correct the problem of the non-random selection of students for Cohort 1 by proportional weighting of the sample.

The percent of working class parents is similar for the sixth and ninth graders in the Durham/Middlefield and Weston samples, but differs in the Middletown group. Forty-four percent of the sixth graders' fathers, and 66% of the ninth graders' fathers were employed in jobs rated working class. Because 42% of the fathers of twelfth graders had working class occupations, it appears as though the ninth grade group is the anomalous one. Again, this finding did not surprise school personnel. It does, however, merit the attention and concern of researchers. We will determine in Phase I whether the sample is a reasonable reflection of the population, and design our analyses to correct for any non-randomness.

The percentage of mothers employed is similar for the sixth and ninth grade groups in the Durham/Middlefield system and the Middletown system, but does appear to differ in the Weston sample. Only 41% of the sixth grade mothers are employed while 54% of the ninth grade mothers are working. The explanation for this difference is not clear. One might suggest that as students grow older, more mothers enter the work force, but this explanation is countered by the data on mothers of twelfth graders in Weston. Only 35% of those mothers were employed. Thus, once again, we must check on the randomness of the sampling, and we must take account of any difference between the students in Cohorts 1 and 2 in mother's employment when completing the analyses of the data.

QUESTION Ib:

Of what population are these samples representative? To what group may the findings generalize?

To be able to generalize these results to all children in the United States, one would like the breakdown of socioeconomic groups and the percentage of mothers employed to approximate national norms. With regard to socioeconomic status, the 1975 Handbook on Women Workers (Women's Bureau, Washington, D.C.: U.S. Department of Labor, 1975, pp. 89-91), reports that nationwide, 60.1% of men hold jobs which fall into the working class category (as defined in the proposed study) whereas only 40% of the families of children in the proposed sample are classified as working class. Thus, the sample is of a higher socioeconomic group than is true of the population of children in the United States. In order to overcome this possible limitation of the generalizability of the proposed research, it is our intention to report not only the scores on relevant variables for the sample as a whole, for middle and for lower class children separately, but also to appropriately weight the lower class and middle class group scores so that a score representative of the anticipated national averages can be computed and reported.

With regard to mothers' employment, the 1975 Handbook on Women Workers also provides information (page 26). They report that 53.8% of mothers with children between the ages of six and 17 are employed. In the families in the proposed study, 54% of the mothers are employed, so that the sample is quite representative of the nation on this parameter.

QUESTION 2:

What evidence do you have of the reliability and validity of the attitude and anxiety scales and of the interviews?

Table 1 gives the data on the split-half reliabilities of the attitude and anxiety scales designed by the author. These range from a low of .588 to a high of .876 with all but two above .70. As is usually the case, the reliabilities tend to be lower among the younger children. The split-half reliability discussed by Elizabeth Fennema and Julia Sherman for their Math as a Male Domain scale (which will also be used in the proposed study) is .87. (Fennema, E. and Sherman, J., Fennema-Sherman Mathematics Attitude Scales: Instruments Designed to Measure Attitudes Toward the Learning of Mathematics by Females and Males. American Psychological Association Document MS1225. Available though Journal Supplement Abstract Service, A.P.A., 1200 Seventeenth Street, N.W., Washington, D.C. 20036.) Thus, all scales have reasonably high reliabilities.

Table 1

Split-Half Reliability Coefficients for Sixth and Ninth Graders

Measure	Sixth Graders	Ninth Graders
Math is Easy	.775	.826
English is Easy	.753	.876
Math is Creative	.588	.719
English is Creative	.668	.701
Math is Useful	.853	.860
English is Useful	.789	.755
Math Anxiety	.843	.795
English Anxiety	.752	.788

The validity of the math attitude scales should be discussed in relationship to the path analysis results for the three grades tested in the 1976-1977 study (see page 13 of the proposal). Construct validation is provided by the significant path coefficients between Attitudes and Expectations for all grades. That is, students with more positive attitudes toward mathematics and less anxiety in mathematical situations expect to like math and physical science courses and plan careers in these areas more frequently than students with more negative attitudes and higher anxiety. The fact that Attitudes do not, in addition, directly predict Participation in Physical Science should not be taken as a failure of construct validity. Rather, one should note that attitudinal measures rarely serve as direct predictors of behavioral measures in social or educational psychology, and this study is able to specify an indirect relationship between the variables. This indirect connection of Attitudes to Participation through the Expectations cluster in fact provides further validity evidence for the Attitude measures. Negative attitudes lead to lower expectations which lead to lack of participation in courses; positive attitudes lead to higher expectations and thence, to greater participation in physical science.

In answering the question about the reliability and validity of the interviews, we should like to first emphasize the purpose of these interviews. It is our intention to use them as a mode of gathering qualitative data on why students are avoiding mathematics or have decided to involve themselves quite thoroughly in mathematical endeavors. This qualitative data will assist in the interpreting of the quantitative data in ways explicated well by the late Paul Lazarsfeld (1976):

1. Illustration, or the description of specific events that make statistical results more concrete and face valid;
2. Specification, the clarification of statistical variables;
3. Conceptual clarification, synthesizing statistical and qualitative data; and
4. Typological distinction, relating impressionistic typologies to statistical tabulations to enrich the interpretation and weaknesses in variables quantitatively analyzed.

Thus, this interview data will allow us to better understand the children's reactions or interpretations of the questions on the questionnaire, will give us information on specific events which they feel caused particular attitudes, and will put the quantitative information in a more appropriate perspective--that of the child in a situation which s/he is trying to come to understand.

The questions to be asked in the interview will be similar to those asked on the questionnaire, and will share their content validity. The interviewers, however, will feel free to explore the child's answer in some depth, approximating the clinical interview style of Jean Piaget. The reliability of the children's answers, however, cannot be accurately estimated without collecting more extensive data than is realistic for this project.

Lazarsfeld, P.F. "The Use of Qualitative Case Studies in Studying the Implementation of Federal Policies". Pitsburgh, Pa.: Learning Research and Development Center, University of Pittsburgh, 1976.

QUESTION 3:

> What is the effect of the different definitions of physical science for the younger and older groups?

Ideally, one would like to define physical science as a combination of mathematics, physics, and chemistry. This is perfectly feasible for the ninth graders as they have had some contact with the subject matter of chemistry and physics or, at least, are able to comprehend fairly simple definitions of the questions addressed by the fields. In the Base Year, it was anticipated that sixth graders would not have had the experience with these sciences which is necessary to differentiate the fields and would have some difficulty understanding the definitions as given to the ninth graders. Therefore, the sixth graders were asked about "science" rather than the specific fields. As the NIE reviewers have pointed out, however, there is considerable inequity between ninth grade definition of physical science (Math, Chemistry, and Physics) and the sixth grade definition (Math and Science).

To change this obvious inequity, we propose to work out tight definitions of Chemistry and Physics which may be used for both the sixth and ninth grade groups. In developing these definitions, we will pay close attention to stating a series of examples of the problems addressed by each discipline, taking care not to stereotype the sciences as masculine domains. Then, each age group will be asked to rate their liking of each separate discipline, and to discuss their course plans for each area.

QUESTION 4a:

> Could you add further details to your dissemination plan. Just what information in what forms would be submitted to participating schools, to the professional community of psychologists and educators, and to the larger community of school systems and educational personnel?

The intent of our dissemination program is to inform all interested parties of the seriousness and extent of the problem of women's avoidance of the physical sciences, of the process of development of this avoidance in women, and of possible programmatic remedies to the problem. It is our belief that the universe of interested parties will consist of essentially three groups: the participating school systems (administrators, teachers, parents, and students); psychologists and educators; and school personnel from non-participating systems across the country. We have designed our process of dissemination to provide information for all of these groups.

The content of the dissemination materials will differ for each of the three groups of recipients. The participating school systems will receive written yearly summaries of the research findings such as the one included as Appendix C of the project proposal, and the project director will be available for meetings with any interested group of administrators or teachers. After the data collection in Year 2 of the project the dissemination audience within the participating school systems will be expanded to include parents, students, and any other interested community groups. At this time, the project director will freely discuss with all interested parties the performance of students in that particular school system in comparison with students in other systems, or, if preferred by the school administrators, will focus her remarks on the more general findings of the research. A slide show will accompany the more formal presentations (Slide Show A). It will be carefully prepared by Abt Associates to introduce the problem, to present the research findings in a manner easily understood by people with a high school education, and to propose actions on the part of the school system to alleviate the problem.

The dissemination of the findings of this project to the professional community of psychologists and educators will occur in three forms:

publication of papers in professional journals such as the Journal of Educational Psychology, the American Educational Research Journal, and the Journal for Research in Mathematics Education; presentation of the data at professional meetings of such organizations as the American Psychological Association, the American Educational Research Association, and the American Sociological Association; and preparation of a combined slide show/taped commentary which can be rented or purchased from Abt Associates Inc. This slide/tape presentation (Slide Show B) will be similar in content to that prepared for the participating school systems except that its presentation of the data will be in a format commensurate with the statistical knowledge of this community, and less detail will be given about specific actions that a school system might take to alleviate the problem.

Dissemination to the general community of school systems and educational personnel will occur through the publication of articles in such journals as The Arithmetic Teacher, The Mathematics Teacher, Learning Magazine, and the P.T.A. Magazine where data will be presented in an appropriate manner and also a statement will be inserted to the effect that a slide/tape presentation of this project (Slide Show C) is available for purchase or rental through Abt Associates. In addition, the Abt Publications Catalogue which has a wide circulation to school districts in the United States will advertise the availability of Slide Show C. It is anticipated that knowledge of the program will also circulate from talks given at professional meetings so that interested schools will have several means of access to these research results. In particular, Slide Show C will contain information about the problem and relevant data similar to that presented to participating schools, but will emphasize how school systems can overcome the problem of math avoidance by suggesting a wide-ranging set of changes which might be instituted.

Dissemination plans which increase the proposed scope are discussed under Question 8.

QUESTION 4b:

We should also like to discuss the potential problems with the dissemination plan just presented.

In the spring and summer of 1977, dissemination of the Base Year's findings to the participating school systems consisted of distributing a 10-page summary to school administrators, guidance counselors and interested teachers. A copy of this summary was included as Appendix C in the proposal. Following receipt of this document most principals and some guidance staff wished to ask detailed questions about how their students had done compared with other groups. Such issues were dealt with in meetings with the project director during the months of August and September, 1977. It is anticipated that a similar process of dissemination of information will occur after Years 1 and 2 of the proposed project.

The problem we see with this dissemination of findings prior to the final testing of the students is that of the potential effects of the information on the questionnaire responses of the students. It is possible that any changes in students' attitudes which we detect across the years may be due to the released information instead of to the more "naturally occurring" forces under investigation in the proposed project.

In making the decision to release information to the school systems we have taken into account the contradictory needs of the schools and the researcher, and feel that we have made a realistic decision about dissemination. On the one hand, the schools require feedback on research results as a qualification for the researcher's entry into the classrooms, and they deserve such information. On the other hand, the researcher would prefer to isolate the school systems from such information for the duration of the project to insure that she had no effect on the outcome of the research. Such isolation, of course, is unrealistic. One must instead attempt to describe and assess the effects of any circulating information on the questionnaire answers of the students in the sample.

Our response to this situation is to give early findings only to relevant school personnel, thus minimizing public access until all data gathering has been completed. In addition, we intend to monitor the impact of this information by asking teachers just what they have heard, and what effects they feel it has had on their teaching and their students' learning and attitudes. We can then check on the differences between students in the classes where changes have been instituted by teachers and classes where the teachers claim there has been no effect. In this way, we are acknowledging that a problem exists, and proposing to resolve it in the most realistic manner we can devise.

QUESTION 5:

How will the principal investigator spend the remaining 40% of her time?

At this moment, Abt Associates has several contracts awaiting award, and, therefore, we cannot say precisely on which project Dr. Brush will be employed. However, we can guarantee that no contract will take precedence over the present one. Any contract on which she is employed will involve no more than 40% of her time, and it is understood that her first responsibility is to maintain the technical quality and timeliness of this contract.

QUESTION 6:

PLEASE NOTE THE FOLLOWING:

We are substituting Dr. Linda B. Stebbins for Mr. John Doucette. Their backgrounds and qualifications for the proposed position are similar as evidenced in her attached resume (Attachment C). The substitution has no cost implications.

QUESTION 7:

There is a problem with the fee on the contract.

Due to the unusual circumstances of this procurement, we are agreeing to a cost reimbursement contract. We have adjusted the costing information to reflect the change from a cost plus fixed fee contract to a cost reimbursement contract. We have also attached an explanation of the Abt Associates Indirect Cost Rates (Attachment D).

QUESTION 8:

We are proposing the following two expansions in the scope of work. They are described briefly below. Each represents a logical extension in areas of the research project which would otherwise be ignored. The cost implications of these extensions in scope are indicated in the revised costing attached to the end of this question.

The first addition which we would propose to make to the scope of the project is a follow-up of the seniors in the Base Year Sample to determine their involvement in mathematics in this first year after high school graduation. A description of this group of seniors is given in Table 2 below.

Table 2

Description of Twelfth Grade Sample

	D	M	W
Number	98	102	102
Mean Age (Years)	16.96	17.04	17.24
Sex (Male/Female)	60/38	43/59	40/62
Percent Working Class	46	42	3
Percent Mothers Employed	55	60	35
Percent College Bound	66	79	98

We propose to send a postcard to each student's parents' address, asking that it be forwarded to the student. On this card students will be asked questions such as:

1. Are you employed full time _____ part time_____?
2. Please describe your job responsibilities.
3. Are you attending a college or vocational training program full time_____ part time_____?
4. Name of institution____
5. If you are enrolled in a program of study, please indicate below the names of the courses which you are taking this term:
6. In what department or area do you think you will major or specialize?____

Although we do not propose to do an elaborate follow-up, ascertaining attitudes, more detailed course plans, etc., we feel that the addition of the above data will enhance the project by allowing us to check a regression model designed to predict who will enroll in mathematically-oriented courses or find quantitatively-oriented jobs. The predictive variables will be the scores students received on the measures they were given in their senior year; the criterion will be involvement in mathematically-oriented courses or careers. The precise phrasing of the question(s) to be used will be worked out during the first month of the contract in conjunction with any other instrument modifications, such as the discussed one in Question #2.

The second addition in scope which Abt Associates proposes is in the form of further dissemination of some of the project's results. We would like to organize two regional conferences at which people knowledgeable about the problems of women enrolling in mathematics will be asked to discuss their results before an audience of school administrators, psychologists, educators, and other interested parties. Conference attendees will have to pay their own expenses, but there will be no registration fee. One of the presentations will be given by the project director, another by a second NIE project director or researcher within this area (such as Lynn Fox or Lenore Blum, Alice Schafer or Elizabeth Fennema), and a certain proportion of the conference time could be spent on more specific proposals to the school personnel as to how their system could combat the drop-out of women from mathematics.

Each conference will last five to six hours allowing for a considerable amount of interaction between the researchers and practitioners. By directing two separate conferences, Abt Associates is permitting the data to be disseminated across the country, but also providing an opportunity for a divergent set of people to come together to discuss their common problems. It is probable that one conference will be held at the Cambridge office of Abt Associates, the other in conjunction with AERA in San Francisco (April 1979). These cities are both major centers of educational research, so that the conference may attract a large number of valuable discussants.

We are proposing only two conferences because of the cost constraints of the present budget. Attachment B^1 indicates the costs and constraints.

The costs associated with the Cambridge conference are given in Column a, and those for the San Francisco conference in Column b. It is in the plans for this latter conference that the constraints are particularly evident. We have made the assumptions that the consultants will be paid by this contract for one day of preparation time and one of participation time, and that their organization or contract will support their transportation and per diem expenses. Using these constraints, we arrive at a total cost for these conferences of $5,352. This figure remains within the original proposed total cost for the contract. If the contract has to pay for an extra day of consultant time, their travel and per diem expenses, the budget will be in excess of the proposed total cost for the contract (See Column c.).

Although it is not indicated on Attachment B^1, we have also considered a third conference in Washington, D.C. and perhaps a fourth in a midwestern city such as Chicago or St. Louis. The incremental cost of the Washington, D.C. conference, providing that it is held at NIE, would be $2,954 according to the following budget plan:

Increment in Costs for a Washington, D.C. Conference

A.	DIRECT COSTS		
1.	Brush 4 days @ $92	$ 368	
	Secretary 2 days @ $40	80	
		448	
	Raise Allowance @ 6%	27	
		475	
	Benefits @ 30%	142	
		617	(617)
2.	Consultants (2) 6 days @ $100	600	
3.	Travel		
	1 RT Bos - DCA @ $112	112	
	2 RT VAR - DCA @ $196	392	
	6 days ground transportation @ $35	210	
	6 days per diem @ $50	300	
		1,014	
4.	Communications Postage	50	(1,664)
B.	INDIRECT COSTS		
1.	Overhead 54% Salaries plus Benefits (Base 617)	333	
2.	General and Administrative 13% All Direct Costs plus Overhead (Base 2,614)	340	(673)
			(2,954)

If a fourth conference were to be found desirable by NIE, we would willingly prepare a proposed budget for that endeavor.

It must be noted that these conferences are costed at a bare minimum with the intention of providing other interested parties with the essential findings of the women and math research. It is probable that in the ensuing 18 months the costs for these conferences will rise, and the budgets will have to be revised to reflect new costs for transportation, consultants' fees, and per diem expenses.

9.0 PROJECT BUDGET SUMMARY

Principal Investigator Dr. Lorelei Brush

Project Period

From October 1, 1977

Institution Abt Associates Inc.

Through September 30, 1979

Federal Employer Number 04-2347643

Type of cost	First Year	Second Year (omit cents)	Third Year
DIRECT COSTS			
1. Personnel salaries and benefits	$31,772	$32,129	
2. Consultants		1,200	
3. Travel	1,546	2,811	
4. Supplies and materials			
5. Communications	460	435	
6. Services			
Duplicating	600	600	
Computer	5,490	8,235	
Other Data Analysis			
Other (Specify) Keypunching	360	360	
Conference Room Rental		150	
7. Final Report Production and Dissemination	1,000	1,000	
8. Equipment			
9. Other Direct Costs (Specify)			
Total Direct Costs	41,228	46,920	
INDIRECT COSTS	24,747	25,705	
TOTAL ([✓ FEDERAL]/INSTITUTIONAL) SUPPORT REQUESTED (CIRCLE ONE)	65,975	72,625	

TOTAL FOR ENTIRE PROJECT PERIOD $138,600

INDIRECT COST RATE 54 % S&W

14.04 % TDC

(13% General and Administrative)

Date of agreement and cognizant agency: DCAA

____ Waived

____ Under negotiation with ________

9.1 ATTACHMENT A (See Attachment A^1 for modification)

First Year

A. Direct Costs			
1. Personnel Salaries			
Brush	170 days @ [redacted]	$[redacted]	
Stabbins	25 days @ [redacted]	[redacted]	
Magidson	10 days @ [redacted]	[redacted]	
Research Assistant	60 days @ [redacted]	[redacted]	
Project Secretary	50 days @ [redacted]	[redacted]	
		$24,440	
Benefits @ 30%		7,332	
		$31,772	($31,772)
3. Travel			
2 RT BOS-DCA @ $112		$ 224	
2 days ground transportation @ $35		70	
2 days per diem @ $50		100	
4 RT BOS-southern Connecticut @ $30		120	
24 days ground transportation @ $5		120	
24 days per diem @ $38		912	
		$ 1,546	
5. Communications			
12 months @ $30		$ 360	
Postage		100	
6. Services			
Duplicating - 12 months @ $50		600	
Computer - 30 hrs. @ $183		5,490	
Keypunching - 2400 cards @ $ .15		360	
7. Final Report Production and Dissemination		1,000	($ 9,456)
B. Indirect Costs			
1. Overhead			
54% Salaries plus Benefits (Base: $31,772)		17,157	
2. General and Administrative			($24,747)
13% All Direct Costs plus Overhead (Base: $58,385)		7,590	
			($65,975)

9.2 ATTACHMENT A[1]

First Year Costs to Perform 12th Grade Follow-up

A. Direct Costs			
1. Personnel Salaries			
Brush	10 days @ $[redacted]	$· [redacted]	
Stebbins	5 days @ [redacted]	[redacted]	
Research Assistant	10 days @ [redacted]	[redacted]	
		$2,020	
Benefits @ 30%		606	
		$2,626	($2,626)
3. Travel			
1 RT BOS-southern Connecticut @ $30		$ 30	
3 days ground transportation @ $5 (includes Weston, MA RT)		15	
3 days per diem @ $38		114	
		$ 159	
5. Communications			
Postage		$ 100	($ 259)
B. Indirect Costs			
1. Overhead			
54% Salaries plus Benefits (Base: $2,626)		$1,418	
2. General and Administrative			
13% All Direct Costs plus Overhead (Base: $4,303)		559	($1,977)
			($4,862)

9.3 ATTACHMENT B (See Attachment B^1 for modification)

Second Year

A. Direct Costs			
1. Personnel Salaries			
Brush	168 days @ $[redacted]	$[redacted]	
Stebbins	20 days @ [redacted]	[redacted]	
Magidson	10 days @ [redacted]	[redacted]	
Research Assistant	50 days @ [redacted]	[redacted]	
Project Secretary	54 days @ [redacted]	[redacted]	
		$23,316	
Raise Allowance @ 6%		1,399	
		$24,715	
Benefits @ 30%		7,414	
		$32,129	($32,129)
2. Consultants (2)	12 days @ $100	$ 1,200	
3. Travel			
2 RT BOS-DCA @ $112		$ 224	
2 days ground transportation @ $35		70	
2 days per diem @ $50		100	
3 RT BOS-southern Connecticut @ $30		90	
21 days ground transportation @ $5 (includes Weston, MA RT)		105	
21 days per diem @ $38		798	
2 RT VAR-BOS @ $241		482	
4 days ground transportation @ $35		140	
4 days per diem @ $49		196	
1 RT BOS-SFO @ $436		436	
2 days ground transportation @ $35		70	
2 days per diem @ $50		100	
		$ 2,811	
5. Communications			
12 months @ $30		$ 360	
Postage		75	
6. Services			
Duplicating - 12 months @ $50		$ 600	
Computer - 45 hrs. @ $183		8,235	
Keypunching - 2400 cards @ $ .15		360	
Conference Room Rental		150	
7. Final Report Production and Dissemination		1,000	($14,791)
B. Indirect Costs			
1. Overhead			
54% Salaries plus Benefits (Base: $32,129)		$17,350	($25,705)
2. General and Administrative			
13% All Direct Costs plus Overhead (Base: $64,270)		$ 8,355	
			($72,625)

9.4 ATTACHMENT B[1]

Second Year Costs to Hold Two Dissemination Conferences

	Boston Conference (a)		San Francisco Conference (b)		(c)	
A. Direct Costs						
1. Personnel Salaries						
Brush 8 days @ $[redacted]	$ [redacted]		$ [redacted]			
Project Secretary 4 days @ $[redacted]	[redacted]		[redacted]			
	$ 448		$ 448			
Raise Allowance @ 6%	27		27			
	$ 475		$ 475			
Benefits @ 30%	142		142			
	$ 617	($617)	$ 617	($617)		
2. Consultants (2) 12 (14) days @ $100	600		600		200	
3. Travel						
2 RT VAR-BOS @ $241	482					
4 days ground transportation @ $35	140					
4 days per diem @ $49	196					
	$ 818					
1 RT BOS-SFO @ $436			436			
2 RT VAR-SFO @ $276					552	
6 days ground transportation @ $35			70		140	
6 days per diem @ $50			100		200	
			606		892	
5. Communications						
Postage	25		50			
6. Services						
Conference Room Rental		($1443)	150	($1406)		($1092)
B. Indirect Costs						
1. Overhead						
54% Salaries plus Benefits (Base: (a) $617 (b) $617)	333		333			---
2. General and Administrative						
13% All Direct Costs plus Overhead (Base: (a)$2393 (b) $2356 (c) $1092)	311		306			142
	2705		2662			1234
		$5367		$6601		

The professional indirect rates for 1977, as reviewed by DCAA, Waltham, Massachusetts are as follows:

Fringe Benefits	30%
Overhead	54%
G & A	13%
Casual Labor Overhead	12%

Fringe benefits include the costs of vacation, holiday, sick and termination pay, as well as paid absences such as jury duty, maternity and paternity leave. In addition, items such as group insurance, payroll taxes, bonus and pension are also included in fringe benefits.

The base for distributing fringe benefits is total payroll, exclusive of termination pay.

Overhead is comprised primarily of facilities costs, employee relocation, supplies, administration of contract areas, bid and proposal costs and an application of fringe benefits on overhead labor.

The base for distributing overhead costs is direct labor plus applicable fringe benefits.

G & A is comprised primarily of the costs of corporate functions such as the Office of the President and Corporate Vice Presidents, legal, audit, general insurance, state income taxes and the applicable fringe benefits on G & A labor.

The base for distributing G & A expenses is total costs excluding G & A expenses.

Casual labor overhead is comprised of statutatorily required fringe benefits such as payroll taxes and worker's compensation insurance.

The base for distributing casual labor overhead is total casual labor payroll.

ATTACHMENT C

LINDA B. STEBBINS

Education

Ph.D., Counselor Education (and Educational Research),
University of Florida

M.A., Student Personnel Administration, Cornell University

B.S., Mathematics, St. Lawrence University

Experience with Abt Associates Inc.

A National Analytic Study of the Follow Through Experiment. Since 1972, Abt Associates has been the principal contractor for the analysis and reporting of the results of the National Follow Through Experiment. Sponsored by the U.S. Office of Education, Follow Through seeks to discover the value of extending diverse compensatory interventions into the early primary school years of disadvantaged children, with special emphasis on those who were involved in the Head Start pre-school compensatory programs. Another contractor has gathered data since 1969 on some 200,000 children, 70,000 teachers, and 80,000 parents nationwide. A staff of 35 professional educators, psychologists, research methodologists, and data processing specialists at Abt Associates has transformed these data into an efficient data base, has rescored various instruments, has developed or revised other instruments, and has applied a diverse set of state-of-the-art analytic procedures to the task of answering the numerous educational and policy questions that Follow Through raises. In all this work, Abt Associates has had the advice and cooperation of a number of leading national experts in the relevant substantive and methodological fields.

- Deputy Project Director (1975-Present). Managed the production of the Volume III and Volume IV reports (1200 pp. and 3700 pp., respectively), supervising the substantive input, scheduling and coordinating writing and table production assignments to over 35 staff.

  Wrote major substantive sections, including introductions and summaries which focus on the substantive importance of the content with respect to policy and methodological considerations.

  Maintained close client contacts through production of detailed monthly progress reports and frequent conversations.

  Planned and supervised budget, particularly with respect to labor allocations.

  Designed and carried out analyses of parent data and coordinated analysis of teacher data to provide a means for assessing Follow Through implementation of the learning environment.

Participated as member of management team to coordinate the project through all task phases.

- Senior Analyst (1973-74). Managed the editing of the final report on selected analyses of data, 1969-72, entitled "Education as Experimentation: Evaluation of a Planned Variation Model, Early Effects of Follow Through" (Volumes 1A and 1B). Wrote the chapter of this report which defines the primary analytic sample included in the analysis; designed a data analysis plan for investigation of the effects of teacher characteristics and teacher observed behavior on pupil performance, and wrote the results of teacher analyses for Volume IIB. Prepared a sampling design for investigation of the implementation of program models at various sites. This task included developing an interview schedule for the implementation study, including training and sending analysts into the field.

Sex Fairness in Career Guidance: A Learning Kit. Sponsored by the National Institute of Education, this project was designed to develop curriculum materials to aid counselors in sex fair counseling and guidance. The curriculum kit consists of a self-instructional test, a discussion of the need for sex-fair counseling, methods for detecting sex bias in vocational interest inventories and for minimizing these biases when using such materials, approaches to counselor-student interviews, and a resource guide for organizations, publications and activities for further background. The kit also includes an audio-cassette tape, a set of ditto masters, and role play cards. Comprehensive plans include publication of the six-hour training kit in the spring of 1975 for distribution to school systems, counselor training institutions, and other appropriate consumers.

- Project Director (1974-75). Provided overall management of the project, including staffing, budgeting, maintaining responsive client contacts, supervising the development of the materials, chairing workshops with consultants to review and evaluate the effectiveness of the materials in the kit, and coordinating the publication and marketing of the learning kit.

  Coauthored Learning Kit; authored Chapter 3: Guidelines and Recommendatons for Sex-Fair Use of Career Interest Inventories.

  Wrote scripts and participated in the creation of audio-taped simulated counseling interviews.

Assessment of selected services to severely mentally retarded, severely emotionally disturbed, deaf-blind, and severely multiply handicapped children and youth across the nation, sponsored by the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education. The major purpose of the project is to describe using the case study method, the characteristics, quality, impacts and costs of services to severely handicapped clients, age

21 and under, in 100 providers across the nation. In addition, an annotated bibliography and state-of-the-art paper on research relating to the severely handicapped populations of interest will be developed.

- Senior Analyst (1973-75). Developed systematic observation instrument to directly investigate the delivery of services in the units serving severely handicapped children; developed training materials and conducted workshops in the use of this instrument; provided technical supervision to the observation teams; designed and conducted the analysis of the observation data; and authored results pertaining to observation instrument findings.

National Drug Abuse Training Center. Abt Associates established and operated a national residential training center to provide training to a wide variety of students enrolled at the Center. National impact occurs by providing training to decision-making authorities such as administrative and legislative persons at the Federal, state, and local levels and in the private sector. Regional impact occurs by providing elementary to advanced training to persons in the Mid-Atlantic area who work in treatment and rehabilitation programs and in drug abuse prevention programs. The Center is also responsible for systematically evaluating existing training designs in drug abuse control; for developing new validated designs; and for packaging tested and validated training designs for use by drug abuse programs throughout the nation.

- Senior Analyst (1974). Developed the evaluation instruments for pretest, posttest, and followup of the trainees in the vocational rehabilitation counselors training course for development of skills in working with drug abusers.

Computer Activities at Abt Associates Inc: A Report to the Company

- (1974). Prepared a report documenting the current and projected status of computer related activities--contract needs, personal hardware capabilities, and software packages. The report included an outline of strategies which could be implemented to alleviate current data processing inefficiencies and suggested the need for a management plan to coordinate the company's data processing capabilities.

National Evaluation of the Educational Impact of "Mulligan Stew", an ETV series developed by USDA, Extension Service to teach nutrition to children 9 to 11 years of age. The evaluation, which is designed to assess cognitive, attitudinal and behavioral changes related to nutrition, is predicted on an experimental pretest/posttest analysis of covariance design with several treatment conditions and multiple control group types. Approximately 3,500 children in over 100 elementary school classes across the nation are participating in the evaluation. In addition to the assessment of the cognitive, attitudinal and behavioral impacts of "Mulligan Stew," the project is also conducting six case studies to describe and analyze the delivery system by which the series has been diffused from the national level down to the local level in the states in which schools are participating in the evaluation.

- Senior Analyst (1973-74). Provided quality review for testing instruments and teacher manuals.

Other Professional Experience

Consulting and Invited Presentations

- National Institute of Education

  Field reader for grants proposals to Education and Work Group, 1976.

- Sex Equality in Guidance Opportunity (SEGO)

  Trainer of the 50 state SEGO representatives, October 1974.

- Career Education National Forum

  Workshop leader on Sex Fairness in Career Guidance at first and second national meetings, March 1975 and February 1976.

- SEGO Workshops in Massachusetts

  Workshop presenter of three area workshops designed to meet local needs.

- Resource Center for Sex Roles in Education

  Author of training package for counselors and guidance personnel on implementing sex fair counseling programs, in process.

- Johnson State College

  Consultant to aid in preparation of proposals for continued funding of Special Services Program and Upward Bound, March 1977.

Southside Mental Health and Mental Retardation Services Board and Second Regional Juvenile and Domestic Relations Court, Boydton, Virginia

- Counselor-Consultant (1971-73). Served as psychological consultant to the juvenile courts, welfare departments, schools and families in three counties. Administered psychological tests, interpreted results, counseled juveniles and their families, consulted with agency personnel, made recommendations to the courts, and participated in the public relations effort for the LEAA program through speeches to civic organizations, mental health associations, and juvenile officers associations, and through conducting workshops for community leaders.

Southside Virginia Community College, Alberta, Virginia

- Assistant Professor (1971-72). Taught general psychology and served part-time as a consultant as described above.

University of Florida, Gainesville, Florida

- Graduate Research Associate (1969-71). Assisted in the instrument development for collection of classroom process measures in 70 classrooms in the national evaluation of Project Follow Through, participated in the systematic observation in 35 of these classrooms, designed computer software for the analysis of this data, processed and interpreted the results, and coordinated the work of the data processing team.

- Instructor (1970, Spring Term-- on leave from above position). Served as counselor to the department's students and administrative assistant to the chairman.

Corning Community College, Corning, New York

- Assistant Dean of Women (1966-67). Directed student activities, served as personal counselor and academic advisor.

Honors

Mortar Board
Phi Lambda Theta
University of Florida Graduate School Fellow
Title IV Research Training Fellow

Certification

New York State Secondary School Mathematics Teacher (Permanent)

Memberships

Phi Lambda Theta
American Educational Research Association
Association for Measurement and Evaluation in Guidance
American Personnel and Guidance Association
American College Personnel Association
Association for Counselor Education and Supervision
National Vocational Guidance Association

Publications

Stebbins, L.B., St. Pierre, R.G., Proper, E.C., Anderson, R.B., and Cerva, T.R. Education as Experimentation: A Planned Variation Model, Cambridge, MA: Abt Associates, 1976. Vol. IVA, An Evaluation of Follow Through.

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Cline, M.G., Ames, N., Anderson, R., Bale, R., Ferb, T., Joshi, M., Kane, M., Larson, J., Park, D., Proper, E., Stebbins, L., Stern, C., Education as Experimentation: A Planned Variation Model, Cambridge, MA: Abt Associates, 1975. Vol. IA, Early Effects of Follow Through, ERIC No. ED 094 890; Vol. IB, Monographs, ERIC No. ED 094 891.

Cline, M.G., Stebbins, L., Ferb, T., Propar, E., and Ames, N.L., "The National Longitudinal Evaluation of Project Follow Through: Early Effects." Paper presented at the New England Educational Research Organization Conference, April, 1974.

Stebbins, L. "Stress and Satisfaction in Graduate Students' Marriages," unpublished Doctor of Philosophy dissertation, University of Florida, 1974.

Ragosta, M., Soar, R.S., Soar, R.M., and Stebbins, L.B. "Sign Versus Category: Two Instruments for Observing Levels of Thinking." Paper presented at the American Educational Research Association Convention, New York, February, 1971.

Clark, C., Haskins, L., Cosby, B., and Stebbins, L.B. "Survey of Married Graduate Students: Winter Quarter 1969, Student Finance." Project Bulletin No. 7, prepared by Marriage and College Life Project, University of Florida, Gainesville, Florida, September, 1970.

Clark, C., Haskins, L., Cosby, B., and Stebbins, L.B. "Survey of Married Graduate Students: Winter Quarter 1969, Household Responsibility." Project Bulletin No. 7, prepared by Marriage and College Life Project, University of Florida, Gainesville, Florida, September, 1970.

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Stebbins, L.B., and Rogosta, M. "A Factor Analytic Interpretation of the Issues in the Florida Teacher Walkout." Florida Journal of Educational Research, 1970, 12, 1-14.

Stebbins, L.B., and Rogosta, M. "A Factor Analytic Interpretation of the Issues in the Florida Teacher Walkout." Paper presented at the American Educational Research Association Convention, Los Angeles, February, 1969.

Stebbins, L.B., "An Exploratory Study of the Roles of Certain Students, Faculty, and Administrators as Perceived by Undergraduate Women at Cornell University," unpublished Master of Arts thesis, Cornell University, 1967.

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Volume IV: Workshop Training Manual

DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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LISA HUNTER MARGARET ROBINSON PEARL HOWELL BANKS CHESCA PIUMA

Women's Educational Equity Proposal Development Project

Rc 019422

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Center for the Study of
Contemporary Rural Women
P.O. Box 3645
University, Mississippi 38677
Dr. Katharine Rea, Director

Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103
Dr. John Hemphill, Director

• • •

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DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY
VOLUME IV: WORKSHOP TRAINING MANUAL

LISA HUNTER
MARGARET ROBINSON
PEARL HOWELL BANKS
CHESCA PIUMA
Far West Laboratory for
Educational Research and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Patricia Roberts Harris, Secretary
Peter Relic, Assistant Secretary for Education

Office of Education
William L. Smith, Commissioner

DEVELOPING SUCCESSFUL PROPOSALS IN WOMEN'S EDUCATIONAL EQUITY

THE WORKSHOP TRAINING MANUAL

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Acknowledgments

These lesson plans were developed during the first two years of the Women's Educational Equity Proposal Development Project by project staff, with input from the regional trainers who conducted workshops with us around the country.

Members of the project staff between 1977-79 are:

Lisa Hunter, Project Director
Margaret Robinson, Co-Director
Pearl Howell Banks, Associate
Donna Bellorado, Associate
Chesca Piuma, Associate
Jane Margold, Editor
Annalee Elman, Evaluator
James Bowie, Administrative Assistant
Michael Yearout, Administrative Assistant
Nancy Dannenberg, Coordinator
Estrella Fichter-Ruiz, Coordinator.

Names of the regional workshop trainers are listed on the back cover of this manual.

Credit is given also to Ken Harms, for his input on the budget session, and to Joan R. Thompson, our project officer, for her critique of the materials and support of the workshops.

Jane Margold wrote the Introduction to this Manual, and Michael Yearout typed the final copy.

Introduction

The Women's Educational Equity Proposal Development workshop training manual is a set of lesson plans designed to be used by people who are already familiar with the proposal-writing process and who now want to teach grant and proposal-writing skills to those with little or no experience in these areas. Because it is most likely that readers of this manual will use a workshop format when they train others in proposal and grant-writing, it is important that those who teach have some experience in conducting workshops and some knowledge of how to lead groups and deal with group dynamics. Similarly, because the teaching methods explained in the manual give workshop participants actual practice in developing and writing portions of grants applications, it is essential that workshop leaders have enough background in "grantsmanship" to be able to answer a wide range of questions, provide meaningful examples and otherwise offer the appropriate support and guidance.

The Audience For The Manual

Since the authors of the manual have assumed that users are familiar with the basics of grantsmanship, we suggest that those who are totally new to the grant-writing process read the three volumes of materials described in the Background section of this Introduction, rather than attempting to use the manual's lesson plans. This manual does, however, provide explicit step-by-step instructions for community agency personnel, school district staff, university and college teachers and others who have written grants and now wish to conduct grant and proposal-writing workshops and provide participants with follow-up assistance.

Background

The lesson plans contained in the manual were developed and field-tested by the Women's Educational Equity Proposal Development (WEEPD) Project for use in the grant-writing workshops that project staff conducted in 1978 and 1979, under a contract from the Women's Educational Equity Act (WEEA) Program of the U.S. Office of Education. The WEEA Program, which was originally set up following passage of the Women's Educational Equity Act in 1974, is designed to support a wide range of activities aimed at eliminating sex bias and sex discrimination in education. Reauthorized by the Education Amendments of 1978 to continue for another three years, the WEEA Program has sought to counter sex discrimination by awarding contracts and grants to develop materials and model programs that increase opportunities for women and girls at all levels of education.

The WEEA Program funded the Women's Educational Equity Proposal Development Project because many of the grant applications that were sent to the Program during its first years of operation contained ideas that were good but insufficiently developed. A large number of these applications failed to include methods for evaluating the project the proposal submitters planned to carry out; others had unrealistic expectations about the amount of work that could be accomplished.

In response to these problems, the goal of the WEEPD Project was to develop a set of materials and conduct a series of grant-writing workshops that would give people throughout the country the skills and resources they needed to translate their project ideas into fully-detailed, fundable women's educational equity programs. The materials and workshops were designed for people who had no experience in writing proposals and who had no access to this type of technical assistance.

In all, approximately 3,000 people interested in developing projects to enhance educational equity attended the 54 workshops WEEPD staff conducted in 45 states, and in Puerto Rico, Guam and the Virgin Islands. At each of these workshop sites, WEEPD staff set up a network of resource people who could offer workshop participants help in writing proposals and grant applications. Further follow-up assistance was made available in the form of an audiotape of workshop excerpts and a three-volume set of self-instructional guidance materials that WEEPD produced: Developing Successful Proposals in Women's Educational Equity, Volume I: The Guide (in English and Spanish); Volume II: The Supplement; and Volume III: The Swipe File.

Although each volume stands alone, the three together provide maximum coverage of the topic of proposal writing. The Guide, which presents a detailed overview of the process of developing a proposal, begins by explaining how to generate and assess ideas, then covers each of the components of a proposal, from the face sheet and table of contents to the appendices and official forms and assurances. The Supplement contains resource information that is useful in researching and writing a proposal. Keyed to the topics covered in The Guide, it includes descriptions of Federal agencies, foundations and corporations that fund women's projects, provides samples of each component of a proposal and offers information on gathering background and research data. The Swipe File consists of three proposals that have been funded (two by the WEEA Program and one by the National Institute of Education) and includes reviewer comments for each of the three applications. This volume can be used to demonstrate how a fully-developed proposal will look, complete with reviewers' reactions, criticisms and questions.

Throughout these written materials, we use the term proposal to mean a written document that sets forth a detailed idea that a funding agency will consider supporting. There is, however, a technical difference between two kinds of proposals. As The Guide explains, a contract proposal requests support for an activity that is initiated by the government, whereas a grant application asks for funding for an activity that is initiated by the applicant. Contracts are awarded so that a specified service will be performed for the government or a particular end product will result; grants are given out to support activities that a funding agency decides will fall within the guidelines and priorities of its program.

Although these volumes concentrate on the development of a grant application, most of the information is applicable as well to contract proposals; differences are mentioned when appropriate. It is also important to note that the information offered on WEEAP and other programs related to educational equity for women is applicable to most other funding procedures. As a result, those who learn to develop women's equity projects through the materials produced by WEEPD can use this knowledge to conceptualize and write up projects designed to alleviate other educational and social problems.

Contents of the Manual

This training manual was written so that WEEPD staff could share the experience we gained in designing, organizing and conducting grant-development workshops around the country. Since we would like to give you both the framework and the tools for teaching proposal writing, the main section of the manual presents the two-day agenda that we used, followed by 13 lesson plans that contain the following information:

- a brief explanation of the purpose of the session
- the amount of time required to deliver the lessons
- any materials that are needed (the handouts that are used for each lesson are printed on the pages following that lesson)
- a detailed sample narrative that is annotated with tips for the workshop leaders or trainers

The lesson plans may be used in either of two ways: you may follow them exactly, after performing several "dry runs" with your co-workshop leaders. Or, preferably, you may add to the lesson plans and adapt them to your own style of workshop presentation and to the needs and skills levels of those you are teaching.

Since modifying the lesson plans will be easier if you understand the rationale for following a particular sequence or employing specific teaching methods, several pages of this introduction are devoted to an explanation of the teaching and learning theories we relied upon in developing the workshop agenda.[1] The role of workshop leaders is covered in some detail, for example, as are the reasons for using small group sessions and/or pairing of participants at certain times and large group meetings at others. First, however, some general tips are offered on preparing yourself for conducting the training and handling workshop logistics.

Preparing For Training

As we suggested earlier, performing a "dry run" of the workshop for your co-leaders will enable you to smooth out your presentation, find out whether your instructions are clear and anticipate the types of questions you'll be answering. In addition to your colleagues, you may want to invite someone to the practice session who is representative of the audience you'll be reaching. This person's critique of the materials and procedures you use can yield valuable insights that will enable you to key your presentation to the precise needs of your target audience.

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[1] While many of our ideas came from our combined teaching and workshop-conducting experience, we were greatly aided by Margot Biestman and other staff members of the Responsive Education Program at Far West Laboratory in San Francisco and by the staff of the Non-Sexist Curriculum Development Program at the Northwest Regional Educational Laboratory in Portland, Oregon.

For the same reason, you may want to make an effort to select co-leaders who represent a variety of training styles, so that workshop participants of all levels of sophistication will feel comfortable with at least one trainer. It is also important to note that working with co-leaders is essential, since delivering the volume of information that the lesson plans contain is highly fatiguing, and cannot be done effectively by one person.

It is a good idea, too, to realize that attending to workshop participants' emotional needs will also require some thought and energy. In trying out the workshop lesson plans, we discovered that participants usually display a high level of anxiety, in part because of their fear that their ideas will not get developed or funded and in part because of their eagerness to absorb the large amount of information they're hearing. To allay this nervousness, we've tested a number of strategies and found that the following established the most positive climate for learning:

- We always begin the workshop by explaining what the agenda will be, giving background information about ourselves in a friendly, open, down-to-earth way, asking what participants' expectations are and telling which of these will be met and when.

- During the first six sessions of the workshop, participants receive information in one large group before dividing up for the small-group activities. Although the lecture mode requires the lowest level of commitment to what is learned, it also provides a minimal-risk situation that builds participants' trust in the workshop leaders and enables them to "ease into" greater involvement by the time the small group activities are scheduled.

- Since encouraging people to work by themselves on their project idea seemed to raise anxiety levels, we've structured time for participants to discuss ideas on a one-to-one basis but to work on sample ideas in small groups.

- During each session and at the end of each of the two workshop days, we've allotted time for people to ask questions and voice concerns, so that participants feel that they have some control over what and how they are learning.

- A great deal of detailed information is offered on the topics that make people most fearful: budget and evaluation.

We have also found that the behavior of workshop leaders and trainers not only affects the degree of comfort participants feel throughout the workshop but also has a bearing on their ability to learn. Behaviors that promote learning (and a few that inhibit people from participating fully) are covered in The Role of the Workshop Leaders section of this Introduction.

Handling Workshop Logistics

In addition to spending time practicing your presentation and organizing and duplicating materials, you'll find that giving attention to the following details a few months in advance of the workshop will enable you to run the training session without difficulty.

1. Scheduling the sessions. When renting facilities, ask for a written confirmation of plans, including the dates and times of sessions and the number of participants.

2. Finding facilities. Facilities should include one large meeting room for sessions that include the entire group and separate rooms for small-group meetings. Don't try to conduct the small-group activities in a large room, such as an auditorium -- the sound will carry and be distracting. Permanently-fixed seating is also to be avoided, if possible. Tables and chairs that can be moved around are ideal, so that participants can group themselves in a variety of ways. Those who attend the workshops also need the space to spread out papers and write or take notes.

3. Publicizing the workshop. The sessions may be publicized in any way that is appropriate to your community -- through announcements in local newspapers or radio and television stations; through flyers; through phone calls to community agencies, etc. Remember to allow enough time for you or whomever you delegate to do the publicity to get the word out to your target group.

4. Utilizing media. If possible, use a variety of media to illustrate the points you're discussing at the workshop and to break up the monotony of information-giving. If you choose to show transparencies, as we've suggested at several points in the lesson plans, be sure that you've prepared them ahead of time and that you'll have an overhead projector available. Similarly, if you're relying on chalkboard or newsprint, have an adequate supply on hand and don't forget chalk, tacks, an eraser, a large crayon or magic markers, etc.

5. Preparing handouts. All the handouts you'll need are printed in the training manual, although we've left it up to you to fill in two of these: a list of local funding sources and a list of local people who can help workshop participants actually write their grant applications and proposals. These two handouts aren't necessary, but we've found they are very useful. Make sure you duplicate enough copies of the handouts so that each participant and each trainer has a set. It is most efficient to give participants all the handouts at the beginning of the workshop, rather than during a session.

The Role of Workshop Leaders

In general, the role of workshop leaders is to impart as much information as possible in the large-group sessions and to provide a structure within the small-group meetings that will enable participants to practice developing and writing parts of proposals and express some of their ideas and viewpoints. Within the large-group sessions, the main task of workshop leaders is to keep things moving. (If participants feel that the pace is a little too fast, you can remind them that the same information is covered in Developing Successful Proposals in Women's Educational Equity: Volume I, The Guide and Volume II, The Supplement.) Within the small-group meetings, the leader's role is not only to deliver information but to facilitate productive discussion by making sure participants understand the purpose of the session, encouraging clear statements, providing support for a variety of viewpoints, identifying areas of agreement and disagreement and bringing the discussion to a reasonable conclusion.

In performing these functions ourselves and watching other trainers lead groups, we have found that the workshop leaders who exhibit many of the following behaviors are the most effective group facilitators and teachers:

1. Clarifying the objectives of a learning activity. This entails giving an overview of the session at the beginning. Explain the purpose of the meeting and what participants can expect to learn, then reiterate the purpose(s) as frequently as necessary.
2. Giving credit. Help participants realistically evaluate their own efforts and progress and take credit for what they know or accomplish no matter how minimal that knowledge or accomplishment may appear to them.

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3. Listening actively. Rather than simply nodding after someone speaks, the attentive listener checks, by paraphrasing what has been said, that he or she has understood the speaker.

4. Stimulating participation. You can demonstrate your wish to understand a quiet participant's needs by checking your perception of his or her feelings: "You seem puzzled. Do you have any questions about what we've just covered?" Or, you can seek information about participants by asking questions that are relevant to what they have said: "You mentioned that many parents in your school district are opposed to putting boys and girls in the same physical education class. How did you survey the parents?"

5. Offering information. It's important to offer information that is keyed to participants' concerns. It's an equally good idea to present the information in such a way that people are free to utilize or not utilize it.

6. Sharing your feelings. Be honest about your own attitudes, feelings, values, biases and knowledge. If you don't know the answer to a participant's question, admit that you don't know and see if you can suggest a way to find the answer. If a participant's behavior puts you "on the spot," describe the behavior, explain how it is affecting you and suggest a solution.

The following behaviors tend to inhibit learning:

1. Offering advice. "What you ought to do..."

2. Telling people what their motives are. "You do that because..."

3. Approval on personal grounds. "I like working with groups that understand that equity should extend to men." Praising people for thinking or feeling in ways that you want them to is equivalent to asking them to conform to your standards.

4. Disapproval on personal grounds. "I can't stand..."

5. Arousing guilt or inferiority. "That's sexist thinking."

6. Denying people's feelings. "You can't be serious."

7. Giving orders. "You will now..."[2]

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[2] Many of the principles in this section were adapted from Interpersonal Communications, a training program developed for the Northwest Regional Educational Laboratory (NREL) in Portland, Oregon and from the Non-Sexist Curriculum Development Program at NREL.

Using Pairs, Small Groups and Large Groups

Because the grant-development workshop is designed to offer a great deal of information within a relatively small time period, we have scheduled many more large-group meetings than small-group sessions. During the large-group lessons, only one trainer is needed to deliver information, enabling the other workshop leaders to relax or, in certain sessions, circulate to help participants work on refining their project idea. Another advantage of the large-group sessions is that trainers can "specialize" in the area of grant-development that they will be explaining instead of attempting to become equally familiar with all aspects of proposal writing. It is also easiest to assemble the whole group when directions must be given out, so that one person can explain the instructions and answer any questions about them. If trainers are willing, however, such sessions as "Developing a Project Idea," "The Budget," and "The Management Plan" could be turned into small-group meetings, although in general, it's a good idea to have the whole group together when a lot of information is being presented and to divide participants into small clusters of from ten to 30 people whenever they practice developing or writing parts of grants or engage in other procedural activities.

The main advantages of the small-group sessions, then, are that they do encourage greater involvement on the part of participants and consequently greater retention of what is learned, by requiring people to test their skills in solving the problems posed by the grant development process. In addition, everyone has the time and opportunity to say something in the small group, enabling people to get to know one another and feel included. Other positive aspects of the smaller groupings are that people have an opportunity to find a source of support for their viewpoints and a chance to enrich their own understanding of material by hearing what their peers have to say. Finally, if the large group is divided up according to people's interest areas, we've found that participants are able to make valuable contacts that they will utilize when the workshop has ended.

For those who seem to find even a small group somewhat intimidating, encouraging people to work in pairs seems to reduce anxiety and give participants even more of an opportunity to hear and be heard. These same people may then become less reticent within the small group when they feel at least one other person understands and supports their viewpoint.

Adapting the Workshop

Although the information, teaching strategies and sequencing of activities in this manual represent what we have found to be the most effective agenda for a workshop of this type, you may find that the needs of your target group or the particular scheduling or other problems you face require you to modify or alter the format substantially. Some points to remember in adapting the agenda are:

- Allow time at the beginning of the workshop for participants to express their expectations and for you to tell them which will be met, to avoid later complaints or disappointment.
- Allot enough time for participants to voice their concerns, even if they are as simple as "Is smoking allowed?"
- Include at least some small-group sessions during which people can carry out activities or discuss the material being explained so that participants feel some control over and investment in what they are learning.
- Sequence the sessions so that one activity builds to the next in a logical flow.
- Relate the content of the workshop to the participants' needs -- choose examples and anecdotes that are familiar and meaningful to your target group.
- Allow participants to opt out of an activity if they express a desire to do so.

Summary

The purpose of this introductory section was to provide you with guidelines and sufficient background information to enable you to adapt the agenda and lesson plans in the main part of the manual to your style of workshop presentation and to the requirements of your target audience. The material in this part of the book as well as the lesson plans themselves represent not only what we have learned through experience but what we would have liked to learn if we were attending a grant-writing workshop.

Although, as we've noted earlier, many participants initially feel intimidated by the process of learning to get their ideas funded, by the second day, people are more oriented to the process of grant-writing and are usually talking freely with other participants and with local resource people. We've found that despite the overload everyone feels at the end of the two-day session, people view the information they acquire and the support networks they begin to develop as tremendously helpful. We've heard of many successes from people who came to the past two years' workshops and hope that this year we'll all be able to continue to increase the amount of funding that goes to supporters of educational equity for women.

WOMEN'S EDUCATIONAL EQUITY GRANT WRITING WORKSHOP

Sample Agenda

Day 1

8:30 - 9:00	Coffee, registration
9:00 - 9:15	Introduction to the workshop
9:15 - 9:30	Introduction to the world of funding
9:30 - 11:00	Developing a project idea
11:00 - 11:15	BREAK
11:15 - 12:30	Panel on funding
12:30 - 1:30	LUNCH
1:30 - 2:30	Application procedures and Federal regulations
2:30 - 3:00	Components of a proposal
3:00 - 3:15	BREAK
3:15 - 4:15	The need statement
4:15	Questions and evaluation

Day 2

8:30 - 10:00	Developing goals and objectives/formulating a plan of action
10:00 - 10:15	BREAK
10:15 - 12:15	The budget
12:15 - 1:30	LUNCH
1:30 - 2:00	The evaluation plan
2:00 - 3:00	Methods of evaluation
3:00 - 3:15	BREAK
3:15 - 4:00	The management plan
4:00 - 4:15	The post-writing phase
4:15	Questions and evaluation

DAY ONE

Introduction to the Workshop

Purposes:	The workshop leaders introduce themselves and participants are given a chance to voice their expectations about the workshop and find out which expectations will be met and at what point in the agenda. Dealing with participants' expectations at the beginning of the workshop is crucial to their feeling of satisfaction at the end, since they will have a clear idea of *what* the workshop can and cannot give them and *when* they *will* get what they need.
Time Required:	15 minutes (Note that we have allotted enough time in each session to allow you to not only present the material in the lesson plan but to encourage participants to ask questions.)
Group Size:	Entire group
Materials Needed:	• Workshop agenda and a set of workshop handouts • *Developing Successful Proposals in Women's Educational Equity. Volume I: The Guide; Volume II: The Supplement; Volume III: The Swipe File* • Chalkboard or newsprint for writing down participants' expectations

NOTES TO TRAINERS

If the group is small enough, take time for participants to introduce themselves just before explaining the purpose of the workshop.

Mention these resource lists only if you are providing them.

Day One

Introduction to the workshop

THE WORKSHOP LEADER GIVES INFORMATION ON:

- The background of the workshop leaders
- The materials that will be used throughout the workshop
- Description of the three-volume set of materials, Developing Successful Proposals in Women's Educational Equity.

IF PARTICIPANTS DID NOT GET A SET OF HANDOUTS AS THEY ENTERED THE WORKSHOP, THE LEADER SHOULD THEN GIVE OUT ALL NINE HANDOUTS THAT WILL BE USED FOR DAY ONE. (Note that Handout VIII has 13 pages, so there should be a total of 34 handout pages.)

Purpose of the workshop

There are many things this workshop will do, and some that it will not. It will give you information on the process of putting together a proposal and where to go for resource information. It will provide you with sufficient time and information to find out whether your idea is feasible. It will also give you suggestions for resources to develop the idea. We have structured time for questions and for interaction with other participants. We have given you the names of people who registered for the workshop, their addresses and area of interest. We have also given you a list of local resource people and of regional funding sources.

What this workshop cannot give you is individual feedback on your ideas and proposals. It is not structured for you to walk away with a fully-developed proposal in hand. You will, however, know what your next steps should be in developing your proposal; you will have begun a strong follow-up network of support; and you will have printed materials to read over if things begin to move too fast for you to absorb all the information in the workshop.

We are focusing on Federal grants in this workshop because they are the most complex to produce; if you can write a Federal grant, you can write anything! We also use the Women's Educational Equity Act or WEEA Program as an example of one Federal agency, but the information is generally applicable to the procedures of almost all Federal programs.

ASK PARTICIPANTS WHAT THEY EXPECT TO GET FROM THE WORKSHOP, AND WRITE DOWN THEIR EXPECTATIONS ON NEWSPRINT OR A CHALKBOARD. IN A GROUP OF ABOUT 50 PEOPLE, THERE

NOTES TO TRAINERS

WILL PROBABLY BE ABOUT 10 DIFFERENT EXPECTATIONS. TAKE EACH EXPECTATION, AND TELL PARTICIPANTS WHETHER IT WILL BE COVERED IN THE WORKSHOP, AND IF SO, WHERE IT WILL BE ON THE AGENDA (THAT IS, ON DAY ONE, FOR EXAMPLE, BETWEEN 2:00 AND 2:30).

Introduction to the World of Funding

Purposes: Participants will receive a general explanation of grant writing, including major terminology and sources of funds.

The intention is to give those who are new to proposal and grant-writing an overview of the subject and some idea of the terminology and scope of developing projects.

Time Required: 15 minutes

Group Size: Entire group

Materials Needed:

- Handout Sheet I: Order form for WEEPD materials
- Handout Sheet II: Local funding sources
- Handout Sheet III: Local resource people
- Handout Sheet IV: Definitions

NOTES TO
TRAINERS

Add any specific information or anecdotes you have (within time restraints) regarding Federal funding, e.g., in 1979, WEEAP received 514 grant applications and out of that number only 27 new grants were awarded.

Again, add any information you have about specific foundations.

Introduction to the world of funding

A very basic question to a workshop on grant writing is "What is a grant?" A grant is a sum of money awarded to an individual or an organization to support a project. Grants are awarded by private or public agencies for varying amounts of money -- from $500 to many thousands. A grant application or proposal is a written document that is submitted to a funding agency asking for a certain amount of money to support a project. This document describes why the project is needed, its goals and objectives, what the activities are that will achieve the objectives, and what means will be used to assess whether the objectives have been met.

A second basic question to grantsmanship is "Who gives money for grants?" Grants are awarded in competitions that are set up by many programs within the Federal government, such as the Women's Educational Equity Act Program, or the Bureau of Occupational and Adult Education (which deals with vocational education). Some Federal money goes directly to state or local governments that then set up state or local grants competitions. Title XX and CETA programs are funded in this way. Grants are also awarded by private foundations and corporations. Eighty-eight billion dollars in Federal aid was awarded in 1977-78; during that same time period foundations awarded $26 billion in cash, and an equal amount in services. That is a tremendous amount of money and it is available to you if you compete for it. However, there is a great deal of competition for those funds. There are approximately 600,000 nonprofit organizations in the United States, and approximately one out of five individuals living in the United States depend totally or in part on grant support.

Grants are also awarded by national, community, special purpose and other types of foundations. National foundations, such as Ford or Carnegie, award funds to projects with a national scope. National foundations award about half the money that comes from foundation grants. Community foundations fund programs of local interest and impact; the Cleveland Foundation is the largest community foundation. Special purpose foundations fund only their special interests -- such as farming, business education, and medicine. Corporate foundations are extensions of profit-making corporations and want to fund programs that enhance their image in the community. The Helena Rubinstein Foundation, or Xerox, are examples of corporate foundations. Family foundations are usually small and controlled by a donor or donor's family; what a family foundation funds is determined by its particular interests.

NOTES TO
TRAINERS

A recent report by the Ford Foundation (Financial Support of Women's Programs in the 1970's) indicated that only six-tenths of 1% of foundation grants, and only $24 million in Federal grants and contracts in 1976 went to projects related to women and sex equity. Although there has been an increase in the amount of money available for women's projects in the years since 1976, there is still much to be done to convince private and public funding sources of the importance of financial support to these issues.

One of the most important things to remember about both government and private funding is know your funding source. Each government agency and every foundation publishes guidelines and priority areas that determine the type of projects they will fund; your grant application must address something the agency is interested in funding, or you won't have a chance of receiving a grant. In the session on Funding Sources, we will talk about how to find out what agency or foundation has funds to support what you are interested in.

A third important question that must be answered about the funding process is "Where does the money come from for grants?" Foundations and other organizations can award up to 5% of their gross profits in grants; they do this for tax purposes. Federal money comes from taxes -- this is how a program such as the Women's Educational Equity Act Program gets its funds.

Definitions are on Handout Sheet IV.

There are three terms: authorization, appropriation, and allocation, that describe the flow of Federal funds. Authorization is the sum that can legally be spent by a program; WEEAP has an authorization of $80 million. An appropriation is the sum that Congress decides should be devoted to a specific purpose in any given year; for example, a sum might be appropriated for education. Appropriations are usually much less than authorizations. The third step is allocation, which is the amount that the President and the Office of Management and Budget actually put into a program.

A detailed discussion on grants and contracts will come later when participants become a little more familiar with the grant-development process. Too much detail at this point will confuse people who are new to grantsmanship.

Funds are awarded by the Federal government in grants and contracts. Although the process of writing the document asking for funding is almost the same in grants and contracts, there are differences in the flexibility you're allowed in developing your idea, and in review and negotiation procedures. The differences between grants and contracts will be discussed fully in the session on Funding Resources.

A final important point to make about grant writing is that it's very hard work. There is usually very little time between the announcement of a grant competition and the due date, so it is most useful if you can be working to develop your project idea a long time before you know there will be a competition announcement.

NOTES TO TRAINERS

Do not try to develop your project in isolation: team to brainstorm and discuss ideas, and to write the proposal, if this is at all possible. Consider using a coalition of women's groups to develop a project to cut down on some of the competition in your state or region. Talk with people who have been funded to see what their experiences were -- what they've learned from their successes and failures. Find out as much as you can about the funding agency you select; involve yourself in local and national policy-making committees or talk with someone who is involved to find out what's happening with new legislation or grants programs.

As you plan and conduct your program, keep your resources in mind. Networking with people who are working in your field is crucial for your own feelings of being supported in what you're doing, for giving and getting information, for avoiding duplication of services and programs, and for strengthening what you and others in your network are doing.

We'll discuss all of these suggestions at points throughout the workshop. Remember that *grantsmanship is salesmanship*. *It involves wrapping up a worthwhile product* (an idea which will interest a funding agency) *in an attractive package* (a carefully prepared application) *and presenting it to the right customer* (most appropriate funding agency) *at the most opportune time* (on or before the due date).

Grant writing is an exhausting process but also very exhilarating when everything begins to fall in place; it's one very good way to be able to *do* what *you* believe is important, and to have some independence as you do it.

Handout I

MATERIALS ORDER FORM

Please indicate in the appropriate box(es) below which volumes you want.

☐ Send books only if I am accepted into the workshop

Developing Successful Proposals in Women's Educational Equity

	Quantity Ordered	Book Rate	Quantity Ordered	First Class
Volume I: The Guide				
1-4 copies	☐	$5.00 ea.	☐	$7.50 ea.
5 or more copies	☐	$3.00 ea.	☐	$5.50 ea.
Volume I: La Guia				
1-4 copies	☐	$5.00 ea.	☐	$7.50 ea.
5 or more copies	☐	$3.00 ea.	☐	$5.50 ea.
Volume II: The Supplement	☐	$8.50 ea.	☐	$11.00 ea.
Volume III: The Swipe File	☐	$8.00 ea.	☐	$10.50 ea.
Set of 3 with The Guide	☐	$17.50 set	☐	$23.00 set
Set of 3 with La Guia	☐	$17.50 set	☐	$23.00 set

Prices include shipping costs and handling.

California residents please add appropriate sales tax.

Book rate orders, allow 4-6 weeks.

PAYMENT MUST ACCOMPANY ORDERS/MAKE PAYMENT TO FAR WEST LABORATORY.

Mail to: Order Department
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

PLEASE PRINT

Name ______________________________

Address ______________________________

City/State ________________ Zip ____________

Handout II

Local Funding Sources

Handout III

Local Resource People

Handout IV

Definitions

allocation - the sum that the Administration and the Office of Management and Budget actually put into a program.

appropriation - the sum of money that Congress decides should be devoted to a specific purpose in a given fiscal year. (The appropriation is usually much less than the authorization.)

authorization - the amount of money that could be spent for a program that has been legislated.

budget justification - an explanation of all the items in your budget, that includes not only a statement of what the item is (e.g., consultant fees) but how you calculated its cost (e.g., 5 days of consulting at $100/day).

contract - the instrument for supporting an activity that is initiated by the government, and that performs a specified service or will yield a particular end product for the government. The funding agency exercises considerable direction and control over the performance and timing of the work in a contract. Contracts are solicited by announcements in the Commerce Business Daily. Writing a proposal leads to receiving a contract, whereas writing a grant application leads to receiving a grant.

grant - the instrument for providing support to an activity that the applicant initiates; but that falls within the guidelines and priorities of the funding program. Government grants are solicited by announcements in the Federal Register. As was explained above, a grant is awarded to those who write successful grant applications, whereas a contract is awarded to those who write a successful proposal.

line item - an explanation, within each object class category, of individual items that will be purchased (e.g., under salaries, the line item would be personnel - such individual job positions as Project Manager, Research Associate, etc.).

object class category - a type of expense your project will incur (e.g., salaries, travel, equipment).

proposal - a document that can be submitted to a funding agency to apply for the support needed to operate an educational project. The document describes the need for the project, its objectives, and a management, cost and technical plan for achieving the objectives.

Request For Proposal (RFP) - a solicitation from a funding agency asking for proposals describing an educational project. Usually, the project must be in a specified area of concern.

unsolicited - a proposal originated by the applicant rather than at the specific request of a funding agency.

Developing a Project Idea

Purposes: This session is a particularly long one, since it serves several purposes: first, participants need time at the beginning of the workshop to work on their project idea, since they will be refining and working with that idea throughout the workshop. Those who do not have an idea should be given the alternative of sitting with someone else who has an idea and working with them or simply listening to them. This session thus serves to give participants a chance to discuss their project idea and refine it. A side-benefit is that it allows participants to meet each other and learn what other people's interests are.

Another purpose of this session is to give participants an opportunity to practice the technique of brainstorming. Through brainstorming, they will develop and refine a project idea so that it solves a problem or meets a need.

Time Required: 90 minutes

Group Size: Directions are given to the entire group, which then breaks down into small groups of six to eight for activities, and later into pairs. This session could also be conducted entirely in small groups, which would then break into pairs for idea-sharing at the end. However, it is easier on workshop leaders if one person is delegated to give directions to the entire group at the beginning of the session.

Materials Needed:

- Handout V: Problem Statement Sheet
- Handout VI: Refining Your Project Idea Sheet
- Newsprint or chalkboard

NOTES TO TRAINERS

We have found that it is best to follow the sequence and timing of the activities in this session as closely as possible, since the activities build logically upon one another. It is also important to give the directions for each activity as they are written here.

Developing a project idea

During this session I am going to discuss how to develop a project idea, using a personal problem you have identified or a community or agency problem or need.

The majority of you are attending this workshop because you are aware of a problem that you feel needs to be solved. The problem might concern:

- an existing situation that could be alleviated by a program;
- people in need who aren't getting helped;
- a gap in a learning area that needs to be researched;
- ideas or resources that need to be disseminated and have not been.

Some of you may have ideas about how you're going to solve those problems or fill those needs. Others of you see the problems in your community or in the agency you work for, but aren't quite sure what the solutions are.

One good way to develop and improve on your ideas is through creative problem-solving or brainstorming. The goal of this process is for each of you to come up with one substantial project idea based on the personal, community or agency need you brought with you today.

There are some rules that have been established for brainstorming:

1. One member of the group will be the recorder of ideas mentioned during brainstorming.
2. No criticism of ideas is allowed.
3. No discussion of ideas is allowed during the brainstorming.
4. The wilder the ideas, the better. Even off-beat, impractical suggestions may suggest practical ideas to other members.
5. Quantity is desirable. The more ideas, the more likelihood of good ones.
6. Combination and improvement of ideas is wanted. If you see a way to improve on a previous idea, get the recorder's attention so your thoughts can be recorded (These rules were taken from John Brilhard, Effective Group Discussion, William C. Brown Company, 1967, page 34).

Brainstorming is like playing "hot potato" with words; your ideas should be short and to the point.

We are going to practice this technique by breaking up into groups of six to eight. One person in each group will serve as the recorder. Each group will choose one problem statement from the list of Problem Statements, and then will brainstorm project ideas that will solve the problem or fill the need that the problem statement suggests.

NOTES TO TRAINERS

Problem statements: 10 minutes. People have a tendency to stop and discuss each idea they list; so as you circulate among the groups, make sure people are listing ideas as quickly as they can.

ASK EACH GROUP TO CHOOSE A PROBLEM STATEMENT FROM THE LIST ON HANDOUT SHEET V. IF PARTICIPANTS APPEAR CONFUSED, ROLE-PLAY AN EXAMPLE WITH ANOTHER TRAINER. ALLOW 10 MINUTES FOR THIS ACTIVITY. CIRCULATE AMONG THE GROUPS TO FACILITATE INTERACTION.

Refining brainstorming ideas: 15 minutes.

NOW HAVE EACH GROUP NARROW DOWN OR REFINE THEIR BRAINSTORMING IDEAS INTO ONE PROJECT IDEA THAT SEEMS TO BE THE BEST WAY OF SOLVING THE PROBLEM THEY'VE BEEN WORKING ON. TAKE 15 MINUTES FOR THIS.

Group sharing: 10 minutes. Keep this moving, or limit the number of groups who report if there are more than five or six.

THEN, ASK EACH GROUP TO SHARE WITH THE LARGE GROUP THEIR PROBLEM STATEMENT AND PROJECT IDEA. REINFORCE THE THOUGHT THAT BRAINSTORMING TECHNIQUES CAN BE USEFUL FOR DEVELOPING PROJECT IDEAS. TAKE ABOUT 10 MINUTES FOR THIS.

Partner sharing: 20 minutes (10 minutes per partner). This may seem a long time, but we've found that people who are given less time than this to talk resent being rushed.

NOW HELP PARTICIPANTS MAKE A TRANSITION FROM THE BRAINSTORMING ACTIVITY TO A DISCUSSION OF THEIR OWN NEED OR PROBLEM AND ITS SOLUTION. ASK PARTICIPANTS TO PICK A PARTNER AND SPEND 20 MINUTES (10 MINUTES EACH) SHARING THEIR PERSONAL, COMMUNITY OR AGENCY NEED OR PROBLEM AND THEIR PROJECT IDEA FOR FILLING THE NEED OR SOLVING THE PROBLEM. IF THEY HAVE NOT IDENTIFIED A NEED OR IDEA, ASK THEM TO USE THE TECHNIQUES FROM THE BRAINSTORMING PROCESS (WITH A PARTNER) TO IDENTIFY A PROBLEM/NEED AND AN IDEA.

IF PARTICIPANTS ARE NOT READY TO WORK ON AN IDEA OF THEIR OWN, ASK THEM TO SIT WITH TWO PEOPLE WHO HAVE DEVELOPED THEIR PROBLEMS AND PROJECT IDEAS TO SOME EXTENT.

AFTER 10 MINUTES, REMIND PARTICIPANTS THAT THE SECOND PERSON SHOULD BEGIN SHARING HIS OR HER IDEA. WHEN ALL TEAMS HAVE SHARED, ASK PARTICIPANTS TO TAKE A LOOK AT THE REFINING-YOUR-PROJECT-IDEA CHECKLIST, OR HANDOUT VI.

With your own project idea in mind, go through each of the questions on this checklist and answer them as best you can. This will help you to focus more clearly on the aspects of your project idea that will be discussed throughout the rest of the workshop.

NOTES TO TRAINERS

ONCE PARTICIPANTS HAVE COMPLETED THE CHECKLIST, TELL THEM:

As you begin to refine your project idea, you will need to answer a few important questions before you decide to put your time and money into developing a proposal.

WRITE "NEED, FEASIBILITY, FUNDABILITY" ON CHALKBOARD OR NEWSPRINT.

With regard to the Need: Can you document that the need that you have identified isn't being met by existing efforts?

With regard to the Feasibility: Can you demonstrate that your idea can be put into effect, that it has potential for solving the problem, and that it can be accomplished within a reasonable amount of time for a reasonable amount of money?

With regard to the Fundability: Does your idea fit the requirements of the funding source you've selected?

If you have answered "Yes" to the three points -- need, feasibility, fundability -- there are two more questions to answer before you decide to put in the effort to develop a proposal:

- Who is your competition?
  What organizations do you know who may be submitting a similar idea for funding?

- What are your chances of winning against your competition?
  - Have you done this type of work before?
  - Can you do the job you are proposing?
  - Can you think of two good reasons why you should be awarded a grant to do the job instead of someone else?

ASK PARTICIPANTS FOR SOME WAYS THEY CAN THINK OF TO FIND OUT WHO THEIR COMPETITION IS AND TO ASSESS THEIR CHANCES OF WINNING.

You may want to add some suggestions here: e.g., call people in your network and ask who is competing for the same funds; ask the funding agency if anyone has been invited to submit a grant proposal; assess your own strengths and qualifications for writing a winning grant proposal; combine forces with the competition to strengthen the proposal and eliminate some of the competition.

The next session is on ways to locate funding sources, and how to match your idea with an appropriate agency. As we go through the funding information, think about where you might start to look for money to fund the project idea you've just identified.

A 15-MINUTE BREAK IS SUGGESTED AT THIS POINT.

Handout V

Problem Statements

1. There are 2500 unemployed single parents in our country who are unable to take advantage of Federal assistance employment programs because there are no provisions for childcare.
2. Personnel department employees at our school district have attitudes and behaviors that encourage sex-role stereotyping in employment and promotions.
3. Community-college career counselors in the northern area of our state are demonstrating social attitudes and behaviors that prohibit sex-fair career counseling.
4. Many women have limited career choices in the fields of engineering, architecture and medicine because they have been socialized into fearing math. This fear prevents them from taking the high school and college courses that are required for entering these fields.
5. Women reentering society from penal institutions have severely limited employment opportunities.
6. In our school district there is a high incidence of truancy among those students who have alcoholic and/or abusive parents.
7. Present student recruitment efforts for women and minorities into our medical school have not produced equal representation of those groups within the medical program.
8. Parents of students at Union Elementary School District do not believe that boys and girls should be enrolled in the same physical education classes, regardless of Title IX mandates.
9. There have been several vacancies in administrative positions in the school district, but no women have applied for them, even though there has been active recruitment of women for the positions by the personnel office.
10. Students are not aware of the contributions of women (especially women of color) in United States history.

Handout VI

Refining Your Project Idea

1. What is the problem you have identified?

2. What is the need for your project?

3. How will your project meet the need (your project idea)?

4. Whom will it serve?

5. Who will run the project and work on it?

6. Will it be sponsored by an institution or by an individual?

7. What results do you want to see?

8. How long will your project take?

9. How much money do you think your project will cost?

Panel on Funding (Optional session)

Purpose:	Participants will hear representatives from local private and public funding agencies speak about application procedures for each agency, and about political issues related to funding.
Time Required:	90 minutes
Group Size:	Entire group
Materials Needed:	Any materials from individual panel members

Procedural Note

This is an optional session. If you decide to schedule a panel, we recommend presenting the major information from the session on Funding Resources as one panel presentation, thus integrating the two sessions. We have set up the sample agenda at the beginning of these lesson plans in that way.

NOTES TO TRAINERS

Panel on Funding

FUNDING REPRESENTATIVES FROM LOCAL FOUNDATIONS, AND LOCAL, STATE OR FEDERAL FUNDING AGENCIES WOULD BE INVITED TO SPEAK FOR A LIMITED AMOUNT OF TIME WITH A SPECIFIC FOCUS. THERE SHOULD BE TIME ALLOWED IN THE SESSION FOR QUESTIONS FROM PARTICIPANTS. SUGGESTIONS FOR TOPICS FOR FUNDING REPRESENTATIVES ARE:

- Agency priorities and application procedures
- Effective ways to form a relationship with the agency
- Techniques for affecting agency priorities (i.e., to influence the amount of money allocated for women's projects)

IT WOULD ALSO BE APPROPRIATE TO INVITE A REPRESENTATIVE FROM THE FOUNDATION CENTER TO SPEAK, IF THERE IS A REGIONAL CENTER IN THE VICINITY OF THE WORKSHOP.

OTHERS WHO MIGHT BE INCLUDED IN A PANEL ARE PROJECT DIRECTORS (to speak about red-tape and management requirements), PROGRAM OFFICERS (to speak about management requirements from the perspective of the funding agency), OR PROPOSAL REVIEWERS (to give tips on what catches their attention, makes a good impression, gains high scores in a proposal).

Funding Resources

Purpose: This session enables participants to use a variety of printed resources to locate a funding source that is appropriate to their project idea.

Time Required: 45 minutes

Group Size: Entire group

Materials Needed:

- Handout IV: Definitions
- Handout VII: Resources
- Chalkboard or newsprint
- Transparencies (optional)
- Overhead projector (optional)

NOTES TO TRAINERS

It's important to mention only the most frequently used resources and relatively large centers or collections of information (e.g., the Foundation Center, which exists in most states) so that workshop participants don't feel overwhelmed by the number and variety of funding resources.

Write these terms on chalkboard or newsprint. Participants may also want to refer again to their Definitions sheet.

Funding Resources

During this session, I'll be mentioning a variety of important resource publications that will provide you with sources for government, private and corporate foundation funding. These resources, how they can be obtained, and their cost are listed in Developing Successful Proposals in Women's Educational Equity, Volume I: The Guide. The information is in Chapter Two: Selecting a Funding Source, beginning on page 13. There is also relevant information on the Resources page of your handouts.

ASK PARTICIPANTS TO LOCATE AND FAMILIARIZE THEMSELVES WITH THE RESOURCES HANDOUT.

These are just a few resources. There are hundreds of others that can be located in libraries, at Federal, state and local agencies and even at your local bookstore. The Guide discusses a few of them and some of the strategies you will need to locate them. Before you decide to purchase any of these publications, check your local main branch library or your local community college, state college or university to make sure they don't have them available in their reference sections.

There are two terms that were mentioned in the Introduction that need to be defined at this point: grant and contract. The document written for a grant is a grant application; for a contract it is a proposal. A Request for Proposal, or RFP, is the announcement by the government that it is soliciting, or asking for proposals to perform a certain project. Some of the differences between grants and contracts are:

- in any one competition many grants are awarded (e.g., over 70 by the WEEA Program), but only one contract.
- grants must respond generally to an agency's priorities and interests, but beyond that, you can be flexible about developing your project idea and budget. The idea for a contract comes from the government, and you describe in your proposal how you will do what they want done and how much it will cost to do it.
- contracts are usually for more money, and for that reason, are generally awarded to large, well-established organizations with good track records.
- grants are awarded on the basis of criteria that may be out of your control, such as the area of the country you come from or the population you propose to work with. Contracts are awarded on the basis of the number of points your proposal received from reviewers and your budget.

NOTES TO TRAINERS

- you are much more accountable for each phase of work on a contract, and you are required to undergo many reviews and checkpoints with the funding agency.

As we mentioned briefly in the Introduction, funding for projects comes from the Federal government, private foundations and corporations.

Since the government provides the greatest number of grants and contracts, I want to begin by giving you the names of resource publications that will assist you in locating government funding sources.

The government produces two ongoing publications that tell the American public what work it is soliciting or awarding money for: The Federal Register and the Commerce Business Daily.

If you like, use transparencies of a page from the Federal Register, the Commerce Business Daily, the Catalog of Federal Domestic Assistance, etc.

Use the Federal Register if you are interested in Federal grants, as opposed to contracts. Federal agencies that have funding capabilities publish their rules and regulations, and their guidelines for grant development in the Federal Register. The first few pages of the Register serve as a table of contents for the programs listed inside. Scan these pages to see if there is anything of interest to you.

There is a contact name, address and/or phone number given at the beginning of each program listing. When you see an announcement of funding you're interested in, call the agency for further information immediately -- or write if they don't accept phone inquiries.

The Register is published five days a week, and is usually available in large public or university libraries. You can also subscribe to it through the Superintendent of Documents; the address and cost is on your Resources list.

The second publication that gives you information about government funding is the Commerce Business Daily. This publication also appears five days a week, and it lists every Request for Proposal or RFP for $5,000 or over. You would therefore use this resource if you are interested in contracts, as opposed to grants.

Requests for Proposals are listed under the "Services" section in sub-categories, i.e., expert and consultant services, training services, medical services, etc. Leaf through the Commerce Business Daily and locate the subcategory that best fits your interests or those of your agency and see if funds are available that match your needs. If there are, note the contact names, addresses and/or telephone numbers of those programs. You must put your request for an RFP in writing to the name and address listed in the Commerce Business Daily announcement.

NOTES TO
TRAINERS

In response to your phone call or written request to the:

Federal Register - you'll receive a grant application that will lead to a grant.

Commerce Business Daily - you'll receive an RFP (Request for Proposal) that will lead to a contract.

Most of you will be interested in the availability of grants. They are generally awarded to small groups, organizations and sometimes to individuals. Contracts are generally awarded to large agencies, and almost never to individuals.

There are two other resource publications that will be invaluable to you for locating government programs or agencies:

The Catalog of Federal Domestic Assistance (CFDA) is a comprehensive listing and description of Federal programs that have funding capabilities.

The excerpted Catalog of Federal Education Assistance Programs is a listing of Federal programs that provide funding support for educational programs and services. All of these programs are listed as well in the CFDA.

There are seven indexes in the Catalog of Federal Education Assistance Programs (and more in the CFDA), such as Program Name Index, Beneficiary Index, General Index. Read the Introduction of the Catalog for an explanation of how to use the indexes to locate the agency that will be most likely to fund your idea.

Each program is described in terms of the specific type of assistance it provides, the purpose for which assistance is available, who can apply, and how they should apply. Look first to see if you're eligible to apply for funds, under Applicant Eligibility, and then at the Objectives of the program to see if they fund what you're interested in.

Private foundations and corporations do not publish announcements of grants competition, and do not award contracts. If you are interested in foundation support for your program or project you will have to locate the foundations and corporations that have similar interests to yours.

The way to identify private foundations and corporations and their interests is to refer to two standard references that give information about non-governmental foundations and corporations in the U.S.:

NOTES TO
TRAINERS

- The Foundation Directory describes the 3138 largest foundations and corporations in America -- those with assets of more than $1,000,000 or whose annual grants total $100,000 or more. They are organized by state.

- The Annual Register of Grant Support gives similar information on these large grant-awarding foundations and corporations, but organizes them by subject.

Both of these books have informative introductions that give useful facts on the wheres, hows and whys of private funding sources. They are available at main branch libraries, college and university libraries, and at any of the Foundation Center's regional collections.

You can get the address of the Foundation Center nearest your workshop site in the following pages. If you're not familiar with the Foundation Center nearest you, call them and find out what services they offer and the hours they're open so you can give this information to workshop participants.

The Foundation Center is a publicly-supported organization with two main purposes: (1) to be a useful resource for anyone interested in applying to grant-awarding foundations for funds; (2) to compile reliable descriptive data and statistics on the foundation field for the use of foundation trustees and offerors, regulatory agencies, and other interested organizations and individuals. Many of the regional collections offer a free seminar in how to use the materials, and most collections have free literature.

The Foundation Center collection for this region is at ______________________________

Most Foundation Center collections have a publication called Corporate Giving In The Arts, which gives valuable and sometimes difficult-to-obtain information about corporations and their funding practices.

In addition to these resources, many states have a publication listing local foundations that are not large enough to be listed in the Foundation Directory or Annual Register. Check the reference section at the main branch of your local library to get these state foundation directories.

There is a listing of foundations that are interested in funding social change projects that is available free from the Playboy Foundation. It is called Change-Oriented Foundations and the address is listed on your Resources sheet.

The Women's Educational Equity Communications Network has published a book called Finding Funds for Programs Related to Women's Educational Equity. This can be helpful for locating private and Federal agencies that fund projects that are related to women's educational equity. Also check the bibliography of resources in Developing Successful Proposals in Women's Educational Equity, Volume II: The Supplement for other funding publications.

NOTES TO TRAINERS

The Grantsmanship Center publishes the Grantsmanship Center News six times a year. This is a magazine that discusses proposal development and Federal regulations and information about new and continuing Federal legislation affecting grant programs. There is a section in each issue about upcoming grants competitions and their deadlines. The Center also gives workshops around the country.

A LUNCH BREAK IS SUGGESTED AT THIS POINT.

National Collections

The Foundation Center
888 Seventh Avenue
New York, NY 10019

The Foundation Center
1001 Connecticut Ave. N.W.
Washington, D.C. 20036

Donors Forum of Chicago
208 South LaSalle St.
Chicago, IL 60604

Regional Collections

ALABAMA

Birmingham Public Library
2020 Seventh Avenue, North
Birmingham, AL 35203

ARKANSAS

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock, AR 72201

CALIFORNIA

University Research Library
Reference Department
University of California
Los Angeles, CA 90024

San Diego Public Library
820 E. Street
San Diego, CA 92101

The Foundation Center
312 Sutter Street
San Francisco, CA 94108

(also covers Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, and Washington)

COLORADO

Denver Public Library
Sociology Division
1357 Broadway
Denver, CO 80203

CONNECTICUT

Hartford Public Library
Reference Department
500 Main Street
Hartford, CT 06103

FLORIDA

Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville, FL 32202

Miami - Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami, FL 33132

GEORGIA

Atlanta Public Library
126 Carnegie Way, N.W.
Atlanta, GA 30303
(also covers Alabama, Florida, South Carolina, and Tennessee)

HAWAII

Thomas Hale Hamilton Library
Humanities and Social Sciences Division
2550 The Mall
Honolulu, HI 96822

IDAHO

Caldwell Public Library
1010 Dearborn Street
Caldwell, ID 83605

Trainer Information

ILLINOIS

Sangamon State University Library
Shepherd Road
Springfield, IL 62708

INDIANA

Indianapolis - Marion County Public Library
40 East St. Clair Street
Indianapolis, IN 46204

IOWA

Des Moines Public Library
100 Locust Street
Des Moines, IA 50309

KANSAS

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka, KS 66604

KENTUCKY

Louisville Free Public Library
Fourth and York Streets
Louisville, KY 40203

LOUISIANA

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans, LA 70140

MAINE

University of Maine at Portland - Gotham Center for Research and Advanced Study
246 Deering Avenue
Portland, ME 04102

MARYLAND

Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore, MD 21201

MASSACHUSETTS

Associated Foundation of Greater Boston
294 Washington Street, Suite 501
Boston, MA 02108

Boston Public Library
Copley Square
Boston, MA 02117

MICHIGAN

Henry Ford Centennial Library
15301 Michigan Avenue
Dearborn, MI 48126

Purdy Library
Wayne State University
Detroit, MI 48202

Grand Rapids Public Library
Sociology and Education Department
Library Plaza
Grand Rapids, MI 49502

MINNESOTA

Minneapolis Public Library
Sociology Department
300 Nicollet Mall
Minneapolis, MN 55401
(also covers North and South Dakota)

MISSISSIPPI

Jackson Metropolitan Library
301 North State Street
Jackson, MS 39201

MISSOURI

Kansas City Public Library
311 East 12th Street
Kansas City, MO 64106
(also covers Kansas)

The Danforth Foundation Library
222 South Central Avenue
St. Louis, MO 63105

MONTANA

Eastern Montana College Library
Reference Department
Billings, MT 59101

Trainer Information

NEBRASKA

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha, NE 68102

NEW HAMPSHIRE

The New Hampshire Charitable Fund
One South Street
Concord, NH 03301

NEW JERSEY

New Jersey State Library
Reference Section
185 West State Street
Trenton, NJ 08625

NEW MEXICO

New Mexico State Library
300 Don Gaspar Street
Santa Fe, NM 87501

NEW YORK

New York State Library
State Education Department
Education Building
Albany, NY 12224

Buffalo and Erie County Public Library
Lafayette Square
Buffalo, NY 14203

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown, NY 11756

Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester, NY 14604

NORTH CAROLINA

William R. Perkins Library
Duke University
Durham, NC 27706

OHIO

The Cleveland Foundation Library
700 National City Bank Building
Cleveland, OH 44114

OKLAHOMA

Oklahoma City Community Foundation
1800 North Broadway
Oklahoma City, OK 73103

Tulsa City-County Library System
400 Civic Center
Tulsa, OK 74103

OREGON

Library Association of Portland
Education and Psychology Department
801 S.W. Tenth Avenue
Portland, OR 97205

PENNSYLVANIA

The Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
(also covers Delaware)

Hillman Library
University of Pittsburgh
Pittsburgh, PA 15213

RHODE ISLAND

Providence Public Library
Reference Department
150 Empire Street
Providence, RI 02903

SOUTH CAROLINA

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia, SC 29211

TENNESSEE

Memphis Public Library
1850 Peabody Avenue
Memphis, TN 38104

TEXAS

The Hogg Foundation for
Mental Health
The University of Texas
Austin, TX 78712

Dallas Public Library
History and Social Sciences
Division
1954 Commerce Street
Dallas, TX 75201
(also covers Arkansas,
Louisiana, New Mexico, and
Oklahoma)

Minnie Stevens Piper Foundation
201 North St. Mary's Street
San Antonio, TX 78205

UTAH

Salt Lake City Public
Library
Information and Adult
Services
309 East Fifth Street
Salt Lake City, UT 84111

VERMONT

State of Vermont Department
of Libraries
Reference Services Unit
111 State Street
Montpelier, VT 05602

VIRGINIA

Richmond Public Library
Business, Science, &
Technology Department
101 East Franklin Street
Richmond, VA 23219

WASHINGTON

Seattle Public Library
1000 Fourth Avenue
Seattle, WA 98104

WEST VIRGINIA

Kanawha County Public Library
123 Capitol Street
Charleston, WV 25301

WISCONSIN

Marquette University Memorial
Library
1415 West Wisconsin Avenue
Milwaukee, WI 53233
(also covers Illinois)

WYOMING

Laramie County Community College
Library
1400 East College Drive
Cheyenne, WY 82001

PUERTO RICO

Consumer Education and Service
Center
Department of Consumer Affairs
Minillas Central Government
Building North
Santurce, PR 00908
(covers selected foundations)

MEXICO

Biblioteca Benjamin Franklin
Londres 16
Mexico City 6, D.F.
(covers selected foundations)

Handout VII

Resources

Federal Funding

Commerce Business Daily
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $80/year

Federal Register
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $5/month, $50/year

Catalog of Federal Domestic Assistance
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $20/year

Catalog of Federal Education Assistance Programs
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $7.30/year

Private Funding

The Foundation Directory (Edition 7)
Columbia University Press
136 South Broadway
Irvington, NY 10533 $40 plus $1.50 handling

Annual Register of Grant Support
Marquis Academic Media
200 East Ohio Street, Room 5818
Chicago, IL 60611 $57.50 plus $2.50 handling

Corporate Giving In The Arts
American Council for the Arts
570 7th Avenue
New York, NY 10018 $12.50 includes handling

Change-Oriented Foundations
The Playboy Foundation
919 North Michigan Avenue
Chicago, IL 60611 Free

Federal and Private Funding

Finding Funds For Programs Related to Women's Educational Equity
Superintendent of Documents
Government Printing Office Stock #: 017-080-01835-7
Washington, D.C. 20402 $2.50

Grantsmanship Center News
The Grantsmanship Center
1031 S. Grand Avenue
Los Angeles, CA 90015 $20/year

Evaluation

Sourcebook of Measures of Women's Educational Equity
American Institutes for Research
P. O. Box 1113
Palo Alto, CA 94302

Application Procedures and Federal Regulations

Purposes:	Participants will hear examples of different styles of public and private grant application procedures. Participants will learn how Federal regulations are structured, using the Women's Educational Equity Act Program regulations as an example.
Time Required:	30 minutes
Group Size:	Entire group
Materials Needed:	● Sample grant application packages (e.g., National Institute of Education, National Science Foundation, Women's Educational Equity Act Program, National Endowment for the Humanities, Fund for the Improvement of Postsecondary Education) ● Handout Sheet VIII (a-n): WEEAP Regulations

NOTES TO TRAINERS

Application Procedures and Federal Regulations

In this session I'll go over application procedures for foundations and for state and Federal agencies, and then take you through one Federal program's regulations to show you how they're structured and what to look for.

If you are applying for a grant from a foundation, either call the foundation or look in the Foundation Directory or the Annual Register of Grant Support under the foundation's name to see what their application procedures are. Procedures vary from writing a letter that describes your idea, to submitting a full application. Some foundations have application deadlines several times a year; others review applications when the Board of Directors meets.

If you are applying to a foundation for funding, you can expect a dialogue with them; they may make suggestions for strengthening your application, or changing the focus of your idea. In other words, you have more than once chance with a foundation.

This is not the case with public agencies. Your grant application must be received by the required closing date and time, or it will not be considered. There is also no opportunity to change your application once it has been submitted. Your only recourse is to get feedback after all applications have been reviewed, and rewrite and resubmit it at the next deadline.

Show various grant application packages and RFP's -- e.g., NIE, FIPSE, NSF, WEEAP, NEH.

Application procedures for state and Federal grants and contracts are also more formal than those of foundations. As we mentioned earlier, you need to have a grant application package or a Request for Proposal (RFP) if you are applying for funds. These packages all contain similar information, but look different. They contain directions for preparing and submitting the grant application or proposal, some background information about the program's priorities, and all the forms that have to be submitted with the application. Some packages, such as WEEAP's, include scoring information and a copy of the program's regulations from the Federal Register. If the regs are not included, it is important that you get a copy of them to read; there is no better way to really find out about the program's background, requirements and priorities than by reading its regs. You can get a program's regs by writing to the program for a copy, or looking up the past issue of the Federal Register in which the regs appeared. To find the date on which the regs were published, use the Federal Register Index which is published monthly, and cumulated quarterly and annually. It is arranged by agency name.

NOTES TO TRAINERS

You can also call the Federal Register "Finding Aids" at 202/523-5227 and they'll do a manual search of the indexes for you. On your part, you should give them subject, general time frame (last month, last year, or whatever) when the item appeared, plus (if possible) agency and title. Then they'll tell you chapter and verse.

You can also use the Code of Federal Regulations (CFR). The CFR consists of many volumes, and contains all program regulations and requirements for administering grants. Because of the topics most of you are interested in, you would use the volume called 45 CFR, which contains programs related to Public Welfare.

The next thing to learn is how to read Federal regulations with confidence. They are all set up in the same way and contain certain major sections, so if you learn to read one set of regs you'll be able to read any others. I'll take you through the major sections of the regs from the Women's Educational Equity Act Program, which are in your handouts.

GO THROUGH THE ANNOTATED WEEAP REGULATIONS, USING A FOCUS OF EXPLAINING THE PURPOSE OF EACH PART RATHER THAN DESCRIBING THE CONTENT. FOR EXAMPLE, THE FIRST SECTION LISTS THE RESPONSES OF PEOPLE AROUND THE COUNTRY TO THE PROPOSED REGULATIONS: THE FINAL REGULATIONS BEGIN WITH A SORT OF TABLE OF CONTENTS TO TELL YOU WHAT FOLLOWS--THE NUMBERS REFER TO PARAGRAPHS OR SECTIONS; THEN THERE IS A SECTION OF DEFINITIONS, AND SO ON.

THE MOST IMPORTANT THING FOR PARTICIPANTS TO LEARN IS HOW ALL FEDERAL REGULATIONS ARE PUT TOGETHER, SO REGS DON'T LOOK SO MYSTERIOUS.

AFTER YOU'VE GONE THROUGH EACH SECTION OF THE REGS, ASK PARTICIPANTS TO TURN TO THE PAGE OF REGULATIONS THAT IS NOT ANNOTATED (HANDOUT VIII-n) AND ANNOTATE IT AS INDICATED ON THE COVER OF THE REGS (i.e., CIRCLE CRITICAL WORDS, UNDERLINE IMPORTANT ITEMS, BRACKET IMPORTANT PASSAGES).

PRIORITIES FOR 1980-1981 GRANTS FOR THE WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

1. Model projects on Title IX compliance (both the letter and the spirit of the law). 25% of allocated funds.
2. Model projects on educational equity for racial and ethnic minority women. 25% of allocated funds.
3. Model projects on women's educational equity for disabled women. 10% of allocated funds.
4. Model projects to influence leaders in educational policy and administration. 10% of allocated funds.
5. Model projects to eliminate persistent barriers in educational equity (e.g., vocational education, educational administration, physical education). High-risk, high-potential projects. 25% of allocated funds.
6. Other authorized activities. 5% of allocated funds.

For further information, and for a grant application package, write or call

Dr. Leslie Wolfe, Director
Women's Educational Equity Act Program
U.S. Department of Education
Room 1100
400 6th Street, S.W.
Washington, DC 20202
202/245-2181

OBSOLETE

federal register

TUESDAY, JUNE 28, 1977

PART IV

Critical words are circled, such as must, require, shall, and dates, amounts.

Important items are underlined and important passages are [bracketed].

OBSOLETE

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

■

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

NOTE { Read "Comments" and "Responses" to get a "feel" for program philosophy or position on various points. The OFFICIAL or FINAL Rules/Regs. start on p. 33009 or p. C-5 of the packet.

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 160f—WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM

AGENCY: Office of Education (OE) HEW.

ACTION: Final regulations.

SUMMARY: This document amends the regulations as required by the Education Amendments of 1974 to simplify the language, simplify the preapplication process, eliminate priority areas for general grants and adjust evaluation criteria and the basis for award decisions.

EFFECTIVE DATE: Pursuant to section 431(d) of the General Education Provisions Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with its publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions thereof concerning congressional action and adjournment.

FOR FURTHER INFORMATION CONTACT:

Dr. Mary Jane Smalley, U.S. Office of Education, Room 2145, 400 Maryland Avenue SW., Washington, D.C. 20202 (202-245-2181).

SUPPLEMENTARY INFORMATION:

BACKGROUND

The Women's Educational Equity Act Program is a discretionary program in the Office of Education authorized by the Education Amendments of 1974, Pub. L. 93-380, with a stated purpose to provide educational equity for women. This is defined in the regulation as including both the elimination of inequity which prevents full and fair participation by women in educational programs and in American society generally and the achievement of responsiveness by educational leaders and other personnel to the special educational needs, interests, and concerns of women arising from inequitable education policies and practices.

The Act authorizes activities at all levels of education: Preschool, elementary and secondary education, higher education, and adult education. The Act provides likewise for an extremely broad range of program activities: The development, evaluation, and dissemination of curricula, textbooks, and other educational materials; training for educational personnel; research and development; guidance and counseling activities; educational activities for adult women; educational programs for women in vocational education; career education, physical education, and educational administration.

Both grants and contracts may be awarded in the areas listed above. In addition to general grants in these areas, the statute authorizes a program of small grants, not to exceed $15,000, in order to support innovative approaches to the achievement of educational equity for women. In the first year of program operation, contracts were awarded for two major national activities: technical assistance in the implementation of Title IX of Pub. L. 92-318 and a communications network to provide a wide range of information services to individuals and institutions.

The law specifies that public agencies, private non-profit organizations, and individuals are eligible for awards under the program.

PUBLIC RESPONSE TO THE NOTICE OF PROPOSED RULEMAKING

In contrast to the large numbers of comments received on the Advance Notice of Proposed Rulemaking published on October 21, 1976 (41 FR 46576-78), only eight written comments were received on the Notice of Proposed Rulemaking. Hearings were conducted in ten locations across the country. They were generally well attended (a total of 350 persons) and provided an opportunity for extensive dialogue between the Office of Education and participants. Two issues were raised quite frequently: (1) The unrealism of the deadlines for preapplications and applications, and (2) the disastrous effect of making grant awards as late as September or October to projects which work in or with educational systems. Neither can be remedied in the regulation. The Office of Education plans to address them in administering the program. Some formal comments on the regulations were made at the meetings and are considered with the written comments in this preamble. The National Advisory Council on Women's Educational Programs reviewed the proposed rule and provided its comments in writing to the Commissioner.

The overall reaction to the regulation was that it was a substantial improvement over the regulation used in the first year of the program. Commenters praised the increased flexibility, the elimination of priorities, reduction of jargon, addition of definitions, and simplification of the preapplication process.

The following specific comments were made either in writing or at the hearings. After the summary of each comment, a response follows stating changes which have been made in the regulation, or the reasons why no change is deemed appropriate. The comments appear in the order of the sections of the final regulation. There are no significant differences from the Notice of Proposed Rulemaking which was published in the FEDERAL REGISTER on April 1, 1977 (42 FR 17700-11).

GENERAL

Comment. Concern was expressed about the difficulty in coping with Government regulations and forms for persons and organizations which have had no previous experience. Although the WEEA regulation was commended for its improvement over the previous regulation in this regard, some commenters indicated that the problem still exists. One commenter asked that the regulation be simplified into one page. Another commentor recommended various outreach efforts to reduce fear of the application process and commended the regional hearing in which the comment was made for helping to do just that. One commenter differed in attitude to the regulation and the criteria and described herself as a "satisfied customer," though by no means a professional grantsperson.

Response. Several steps have already been taken to respond to these concerns. First, the revision of last year's regulation was deemed imperative, though it meant a late announcement of the competition, minimum time before application deadlines, and no awards possible before September—all serious issues. Secondly, hearings were conducted at ten locations throughout the country and were judged helpful in providing technical assistance. In addition, other efforts to deal more specifically with the problem are currently being planned to enable persons to work with regulations with greater ease. At the hearings, persons working for educational equity for women repeatedly made requests for assistance to gain expertise in both project and application development.

SECTION 160f.1(e) TEXTBOOKS AND CURRICULAR MATERIALS

Comment. One commenter noted that this paragraph had been altered slightly in punctuation and wording. Although advised by legal counsel that the revision did not change the substance, the commenter requested confirmation in the preamble that the change was technical only, was not meant to be substantive, and should not be interpreted as signifying a dilution of the provision's original intent.

Response. The commenter is absolutely correct. The change was solely editorial and has no impact on the intent or meaning of the statement.

SECTION 160f.2 DEFINITIONS

Comment. One commenter asked for clarification between "target population" and "population groups."

Response. A definition of "target population" was included in § 160f.2 of the regulation. Population groups are defined in § 160f.3(d) where the regulation states that a project may focus on the approach to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian). "Target population" appears in §§ 160f.7(c)(2)(ii)(B), 160f.8(c)(2)(iii) and (3)(ii); "Population group(s)" appears in §§ 160f.3(d), 160f.8(c)(2)(iii) and (3)(iii), and 160f.10(a)(2)(i)(B) and (ii).

Comment. One comment indicated that the use of "validation procedures" in the regulation is difficult for persons not familiar with such terminology.

Response. A definition of validation as it is used in the WEEA Program has been added. It includes both a general and a more technical description.

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This was given as an important reason why some prior projects were NOT funded

SECTION 160f.3 NATURE OF PROJECTS

Comment. Several commenters welcomed the use of a synonym for "capacity building." With two exceptions, the continuation of the concept was endorsed by all who commented. One commenter questioned whether any model can be replicated and whether anyone will ever use anyone else's materials. One comment raised the issue of continued advisability of emphasizing "products" with a potential "future impact" instead of supporting projects likely to have a broad immediate impact, regional or nationwide.

Response. Projects likely to have a broad immediate impact, regional or nationwide, would appear to meet the requirements for the "development of model programs and products." In view of the scope of the Act, the extent of the need, and the limited funds available, the Office of Education is not prepared to change this policy in order to provide assistance funds for the benefit of individuals and local groups. No change has been made in the regulation.

Always keep dissemination in mind; It is required in CFR 100a.26

Comment. A number of commenters addressed the issue of dissemination. They cited the priority it must be given in this program if national needs in the area of educational equity for women are to be met and if the purpose of the program requirement for the development of model programs and products which can be used in other places is to be fulfilled.

One commenter requested the addition and clarification of information on the role and responsibilities of the grantee and of the Office of Education regarding dissemination.

Response. The importance of dissemination is well understood. A contract to manage the dissemination of programs and products developed under WEEA has been issued. A reference to it appears in § 160f.14(b)(3). References to "applicants and others" have been deleted in §§ 160f.8(c)(3)(v) and 160f.10(a)(2)(iii)(B).

SECTION 160f.5 DURATION OF PROJECTS

Comment. A few commenters asked why all the grants were not multi-year awards. Two reasons for the comment were given: the need to provide greater opportunities for new people to start new things as well as the fact that projects concerned with the deeply embedded beliefs and practices related to sex bias require time to develop and test.

Response. The policy decision that a substantial proportion of the awards would be for single-year projects was made to ensure that new funds would be available in subsequent years to start new projects. The encouragement of one-year projects also reflects recognition by the Office of Education that many individuals and organizations had already been doing excellent work in educational equity for women and WEEA funds for one year might complete these efforts and make their results available as quickly as possible. The demand for quick, demonstrable results comes from people throughout the country as well as from the Congress, the Department, and other officials in the Executive Branch.

SECTION 160f.7 PREAPPLICATIONS

Comment. Many commenters endorsed the three-page preapplication and simplified information required. One comment questioned the validity of using the preapplication process unless all applicants are required to use it as a condition for submitting an application. Several commenters expressed negative views on the preapplication, its usefulness to applicants, and its costs to the Government.

Response. The policy of the Department of Health, Education, and Welfare presently does not allow the Office of Education to reject or prejudice an application if it is submitted on time for a published closing date for applications solely because the applicant did not previously submit a preapplication. Nor does the Department of HEW permit the rejection or prejudice of an application if the preapplication was considered to lack potential to compete successfully with other applicants. Within these constraints, the Women's Program Staff responsible for this program found last year that most applicants did use the preapplication process and did follow the advice about whether or not to submit a full application. Some applicants who did not submit preapplications and some who were not encouraged to submit an application did submit applications, and some of both types were funded. The Commissioner believes that the purposes of the preapplication process, so heavily endorsed by the public in the comments received last fall on the Advance Notice of Proposed Rulemaking, can still be achieved within the present constraints.

All previous commenters have viewed the preapplication process as a method to save resources for applicants as well as for the Government. The Commissioner will consider the new comments in decisions for future years about using the preapplication. No change has been made in the regulation. It does not require preapplications, but only describes the conditions which apply in any fiscal year if the Commissioner exercises the option to include use of the preapplication in the competitive process.

On the basis of this year's experience, the final regulation provides that the program narrative of a preapplication may not exceed five pages.

SECTIONS 160f.7(d) AND 10 EVALUATION CRITERIA)

Comment. In general, most commenters expressed the view that the evaluation criteria were clear and would reasonably measure factors important to the success of projects in this program.

Several commenters, however, believed that too many points were assigned to the previous experience in educational equity for women either of the applicant or of the proposed director and staff. One comment noted that this practice would defeat the purpose of the Act "because not that many people or institutions can have experience at this time." Other commenters expressed the view that the emphasis on previous experience, in addition to the quantity of one-year-only projects, made it impossible for new people with new ideas to compete successfully. One commenter said that the weight given to applicant qualifications placed school districts at a competitive disadvantage and denied them the opportunity for staff development. One commenter stated that the points awarded for applicant qualifications were particularly out of balance to the minimal weight given to evaluation, a very important element in the success of the project and of the national program.

Other commenters took the opposite view: that people and organizations which have been working for a number of years in this field would be more efficient and therefore more productive and should be rewarded for previous efforts by this program.

Response. The number of points awarded for previous experience in educational equity for women of the applicant and of the proposed director and staff is consistent with the program's major goal of developing and disseminating model programs and programs which are tested for effectiveness. Logically, the program must seek the most competent and committed applicants and personnel to undertake such tasks.

The weight given to these factors is also consistent with the advice which has been received in the Office of Education since the early formulation of the WEEA Program emphases. Individuals and organizations have repeatedly recommended that previous efforts in educational equity for women be considered.

Applicants and personnel who are inexperienced in this area are not excluded from competition. Applications may obtain high scores, despite weaknesses in experience, if the application is strong in the many other factors which are considered in the evaluation criteria.

Comment. One comment identified an area of concern regarding the evaluation of applicant qualifications by reviewers. The commenter recommended that every effort be made to eliminate stereotypes of professional fields or disciplines, stating: "Some professional fields which have historically been composed mostly of women have had to battle such subtle and unrecognized forms of discrimination associated with stereotyping. We are not asking that special consideration be given any field. We encourage special efforts to see that stereotypes do not get in the way of accurate interpretation of information in proposals."

Response. The point is well taken. In the future, the instructions to reviewers will include a reminder to them to be alert to possibilities of such stereotyping and to honor fully the diversity of approaches to educational equity for women which is recognized by the program regulation.

Every effort is made to obtain knowledgeable reviewers who are sensitive to aspects of discrimination and stereotyping in this field. Under the Office of Edu-

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cation's procedures for the review of grant applications, reviewers must score applications in accordance with priorities and critera, explanations and instructions, and solely on the content in the application. Further, the reviewers are to score solely on the basis of their best judgment and to the degree to which the application meets the criteria.

No changes have been made in the regulation on the number of points awarded for applicant qualifications.

Comment. Two respondents objected to the proposed criterion for review of applications in § 160f.10(a)(vi). The criterion concerns the applicant's commitment to the project, through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant. The respondents argued that (1) the level of cost sharing is not relevant to an applicant's qualifications; (2) the criterion sought to do indirectly what the Government could not do directly; i.e., influence indirect cost rates; and (3) cost competition is inconsistent with the purpose of grants because it gives an unfair advantage to wealthier institutions.

Response. The sole purpose of the subject criterion is to permit consideration of an applicant's commitment to the project. OE has found this to be an important ingredient in predicting a project's success. Moreover, cost sharing is not the only measure of the applicant's commitment to the project. An applicant which proposed no financial contribution to the project could still earn the maximum number of points assigned to this criterion by demonstrating procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant.

Further, funds available for the program are severely limited. Under these circumstances it is entirely appropriate in weighing equally meritorious applications to consider and give some weight to the Department's share of the costs and therefore the number of projects that can be funded. If a wider variety of projects can be supported, the Federal assistance has potential for a greater impact in carrying out the program's purposes.

In order to make it clear that the ability to cost share is not one of the applicant's "qualifications," the subject criterion has been deleted from § 160f.10(a)(1) Applicant Qualifications and inserted in § 160f.10(a)(2) Need and Impact. Also, the objection to language designed to influence indirect cost rates is well taken. No such intent is expressed in the final rule.

Comment. Several comments addressed the issue of geographical distribution of awards in § 160f.10(a)(4): Were there State allocations? Why did so many awards go to the South and West last year? Will funds be available on a regional basis as last year or is it going to where the best request comes from?

Response. There are no State or regional allocations. The law requires "appropriate" geographical distribution, but not any specific distribution according to population. The "South" and the "West" did not receive a disproportionate number of grants last year.

The provision in the regulation states that up to 20 points may be awarded in order to have an appropriate geographical distribution of project awards. If an application receives a low score, however, the addition of 20 points based on geography would not bring it into the competitive range. No change has been made in the regulation.

Sec. 160f.12 General Grants

Many commenters endorsed the elimination of priority areas. One commenter, however, did not understand how the program could have changed its plans after publishing the Advance Notice of Proposed Rulemaking last October which identified the preschool level and rural and minority populations as proposed priorities. One comment expressed understanding of the rationale for not identifying rural populations as a program priority but expressed concern that in all areas of program decisions, particularly dissemination, attention should be given to the special problems of rural areas. The commenter also noted that the HEW regional offices are all in urban areas and do not always communicate adequately with their rural constituents.

One commenter asked if all projects had to focus on poor, rural, or minority women, an impression the person has received from the description of projects in last year's annual report.

Several commenters expressed concern that with no priorities, the program gives no credence to the fact that educational equity for women impacts on different women in different ways. A comment recommended that the program set priorities on the needs of some women.

One comment repeated its recommendation submitted last December in response to the Advance Notice of Proposed Rulemaking which strongly endorsed the identification of priorities for WEEA and recommended sports, textbooks, dissemination, incentives for change, and minority and rural populations.

One commenter recommended that priority be given to women over 40, post high-school graduates, and average women. Other commenters recommended that the program should provide funds to help women in need instead of giving grants to higher education. A comment recommended that the grant program be reduced and that more contracts should be awarded for specific projects which the Government identified as most necessary.

Response. Although support for the elimination of priorities this year was substantial, an absence of unanimity regarding the establishment of priorities in this program continues. No change has been made in this final regulation to impose priorities for fiscal year 1977. The kinds of applications received this year will be analysed carefully by the Office of Education and by the National Advisory Council on Women's Educational Programs. As a result of this analysis, a decision will be made regarding this issue for fiscal year 1978. The final regulation provides for the possible publication of priorities in an Appendix on the basis of annual decisions.

Although applications addressing special population groups based on race, ethnic origin, age, socioeconomic status, or residence do not receive additional points, there is a specific provision in § 160f.3(d) for applicants to develop projects which focus on one or more of these groups. The program has not set priorities on the needs of different girls and women. The degree of need and potential impact of projects are elements in the evaluation criteria for all applications, and in this way the factor of relative needs among groups may be considered.

The Advance Notice of Proposed Rulemaking invited public comments before a rule was formally proposed. The Office of Education did not go forward with its proposal for three new priorities on the basis of those public comments. An analysis of the comments and the rationale for the decisions ultimately made were described in some detail in the preamble to the Notice of Proposed Rulemaking. The change was surprising to some, like the commenter who did not understand how the three proposed new priorities could disappear. If the process of public discussion of issues before a rule is proposed is honored, however, the results must not be predetermined.

Some of the recommendations for a priority to provide funds to address the most urgent needs of women would not meet the program requirement for the development of model programs and products. The amount of funds available to the WEEA Program precludes the provision of direct services and benefits to individuals and groups throughout the country who need help. Further, this program provides educational equity for women and cannot address all the needs which women have related to health, legal rights, credit, transportation, child care. It cannot support projects to provide equity in areas outside education where inequities exist.

The Office of Education will continue to identify areas which are not being covered in the grant program, or which cannot be covered there, and will issue contracts.

No change has been made in the regulation regarding general grants.

Section 160f.13 Small Grants

Comment. Several comments were made on the small grant program. With one exception, they continue to be positive. A comment recommended that the small grant program continue the requirement that projects develop model programs or products and not be designed primarily to provide direct services or benefits to individuals or groups. Commenters asked whether small grant applications are subject to the application requirements for general grants and whether the dissemination contract will serve small grants also.

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A commenter did question the validity of small grants, since they seemed to differ from general grants only in the amount of money. An alternative suggested was the support of WEEA coordinators in the Regional Offices of Education or in the State departments of education. The commenter recommended a study in the cost efficiency of small grants compared to general grants.

Response. Small grants must meet the same application requirements and are reviewed by the same evaluation criteria as general grants. Appropriate consideration to the scope and amount of the proposed award ($15,000 or under) is made. References to this factor appear in §§ 160f.8(d) and 160f.10(c). The contract for dissemination covers small grants.

The Office of Education is following the progress of small grants, which are specifically mandated in the authorizing legislation. To date, the indicators are promising. Most commenters have praised small grants and recommended that their number be increased. WEEA Program funds could not be used to pay salaries of Federal employees working in Regional Offices of Education. Because of the three year authorization of the Women's Educational Equity Act and its designation as a demonstration program, the support of positions in all State Departments of Education would not be appropriate.

No change has been made in the regulation.

SECTION 160f.15 ALLOWABLE COSTS

Comment. Two comments objected to the inclusion of specific provisions regarding allowable costs in proposed § 160f.15. The comments expressed the view that some of the provisions merely restated in different words general OMB, Department, and Office of Education cost policies, while others were at variance with the general policies. The comments recommended that the final regulation merely cross-reference the general cost principles.

One comment suggested that a ceiling of 20% be placed upon indirect costs so that a greater proportion of funds could be used for product development and dissemination. Another asked that a summary of provisions on indirect costs be included.

Response. No change has been made in the regulation. The regulation already does cross-reference general cost policies of the Office of Education (which reflect the OMB and Department policies) in § 160f.15(a). However, a limited number of specific provisions on costs are set forth in § 160f.15(a) for the purpose of providing additional guidance to applicants. Many applicants under this program, including individual persons and informal nonprofit groups, are inexperienced in Federal grant matters. The subject provisions relate to specific cost items on which there are recurring questions and serve to give extra guidance to these persons and groups. With respect to the items concerning depreciation and use allowances and memberships, subscriptions, and professional activities, § 160f.15(a) requires specific approval for inclusion of these items. (The general cost principles do not require specific approval.) Specific approval is required because of the very limited funds available for the program. The Commissioner deems it important to maintain some control over the extent of these costs in specific projects. Absent the requirement for prior approval, it is possible that substantial funds would go for these activities which would not directly further the purposes of the program. As a result, the potential program impact would be diluted.

With respect to the issue of limiting indirect costs, uniform rates for these costs are established in negotiations by Department representatives with award recipients. Individual programs are not free to establish by regulation separate limits on these costs. Indirect costs are summarized in the appendices to the OE General Provisions regulation (Subchapter A of this chapter, 45 CFR Parts 100, 100a, 100b) and in supplementary materials issued by the Department. Applicants interested in obtaining these materials may write to the Women's Program Staff at the address given above.

In addition to the changes noted above, a number of typographical and editorial changes have been made.

(Section 406 of the Education Amendments of 1974 (Pub. L. 93-380), as amended by section 501(a)(8) of the Education Amendments of 1976 (Pub. L. 94-482).)

NOTE.—The Office of Education has determined that this document does not contain a major proposal requiring preparation of an Inflation Impact Statement under Executive Order 11821 and OMB Circular A-107.

(Catalog of Federal Domestic Assistance No. 13.565, Women's Educational Equity Act Program.)

Dated: June 3, 1977.

START FINAL REGS.

ERNEST L. BOYER,
U.S. Commissioner of Education.

Approved: June 21, 1977.

JOSEPH A. CALIFANO, Jr.,
Secretary of Health,
Education, and Welfare.

Sec.
160f.1 Scope and Purpose.
160f.2 Definitions.
160f.3 Nature of projects to provide educational equity for women.
160f.4 Types of projects.
160f.5 Duration of projects.
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Sec.
160f.7 Preapplications.
160f.8 Application, proposal, and project requirements.
160f.9 Award decisions.
160f.10 General evaluation criteria.
160f.11 [Reserved]
160f.12 General grant awards.
160f.13 Small grant awards.
160f.14 Contract activities.
160f.15 Allowable costs.

AUTHORITY: Sec. 408, Pub. L. 93-380 (20 U.S.C. 1866)

§ 160f.1 Scope and purpose.

(a) *Scope.* The regulations in this part govern projects awarded with funds appropriated under the Women's Educational Equity Act of 1974, section 408 of Pub. L. 93-380, or with funds made available for expenditure under the Women's Educational Equity Act pursuant to the Special Projects Act, as enacted by section 402 of Pub. L. 93-380.

(20 U.S.C. 1866 and 1861.)

(b) *Purpose.* The purpose of the program carried out under this part is to provide, through grants and contracts, educational equity for women in the United States.

(20 U.S.C. 1866 (c) and (f).)

(c) *Other pertinent regulations.* (1) *Grant awards.* Grant awards under this part, including awards to individuals, are subject to applicable provisions contained in subchapter A of this chapter (relating to fiscal, administrative, property management, and other matters, 45 CFR Parts 100, 100a et seq.).

(2) *Contract awards.* Contract awards under this part, including awards to individuals, are subject to applicable provisions contained in 41 CFR Chapters 1 and 3.

(20 U.S.C. 1866.)

WEEA HAS BOTH GRANTS AND CONTRACTS: THIS PACKET IS FOR GRANTS

(d) *Participation by men; nondiscrimination.* (1) Award recipients may not discriminate on the basis of sex in employment or in the admission of participants to training, validation, or other activities funded under this part.

(2) The selection of persons to participate in training, validation, and other activities funded under this part must be based upon criteria which measure the extent to which the persons:

(i) Will benefit from the activities; and

(ii) Can contribute to the project's purposes.

(20 U.S.C. 1866.)

(e) *Textbooks and curricular materials.* Nothing in this part shall be interpreted as requiring, prohibiting, or abridging the use of particular textbooks or curricular materials.

(20 U.S.C. 1866(d)(1)(A); 20 U.S.C. 1232a.)

§ 160f.2 Definitions.

As used on this part: (a) "Act" means the Women's Educational Equity Act of 1974, section 408 of Pub. L. 93-380.

(20 U.S.C. 1866.)

(b) "Capacity building" or "development of model programs and products" means that projects develop model programs and products to be used by organizations, agencies, and individuals other than the award recipient and thereby have a substantial national impact in furthering the purpose of providing educational equity for women.

(1) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) The use of the word "national" with the development of model programs and products (or capacity building) does not mean that all school systems, or

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all adult women, or all institutions of higher education in the Nation must be able to use the programs or products developed. Section 160f.3(d) explicitly authorizes projects which focus on one or more diverse population groups. "National" is used primarily to make a distinction from purely local projects. Examples of target populations for projects which would contribute to national capacity are: administrators of urban school systems, employers and counselors who work with adults entering the job market in rural areas, directors of women's centers, teachers at the elementary level, rural educators in the Southeast, State directors of vocational education, and curriculum specialists for bilingual projects in the Southwest.

(3) While a number of education programs use the term "capacity building" to refer to the use of Federal funds as seed money to build the capacity of a recipient institution to change or reform itself and thereby respond to national priorities, those kinds of programs are often characterized by limitation to only one or two types of applicants, for example, only local educational agencies or institutions of higher education, or by limitation to one level of education, such as postsecondary education. On the other hand, the Women's Educational Equity Act (WEEA) Program authorizes activities at all levels of education and permits all public agencies, nonprofit organizations, and individuals to compete for funds. Further, there are few models presently available to the thousands of institutions and agencies which are undertaking certain changes either because of the effect of Title IX or because of other factors, such as the desire of certain institutions to meet the needs of new kinds of students. The WEEA program, therefore, is building capacity at the national level to respond to needs throughout the country. The program emphasizes those aspects of program operations which can produce evidence of effectiveness so that the results can be disseminated for use in many institutions and agencies.

(4) Examples and an indication of whether they meet the program requirement may be useful. An application from a school system for the purpose of training its own administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex would not meet the requirement for capacity building or development of model programs and products. An application to develop and test a program for training administrators, teachers, and counselors to be aware of and to change differential treatment of students on the basis of sex with plans for field testing in school systems and a plan for dissemination through school associations is an example of capacity building. The objective of the first is the training of several hundred administrators, teachers, and counselors to benefit a specific school system. The objective of the second is to develop and test a model program so that it can be made available to others who need it. In the school systems where it is tested, the administrators, teachers, and counselors who participate in the validation would receive benefits as an indirect effect.

(5) A second example would be an application to establish a Women's Center to provide and coordinate activities affecting educational equity for women and to develop a more extensive program to meet the needs of adult students at a particular institution. Such an application does not meet the requirement for capacity building, since it is designed to serve a particular institution. Applications addressing aspects of the operations of women's centers which are being researched, developed, or analyzed for the use of many similar centers could meet the requirements of capacity building. One may use the test of how the need is expressed to determine whether the program's requirement would be met. For example, in the first, the institution needs a better women's center. The project would meet the institution's and its individual client's needs. In the second, there is a need to learn what structure, activities, or personnel in women's centers are most productive and cost-effective. The project meets the need to solve a problem affecting many institutions. Again, side benefits may occur within a project for the individuals involved.

(6) A third example is an application to provide funds for the special costs of an existing program to train and place 12 unemployed adult women. The measure of effectiveness would be the completed training and successful placement of the 12 persons. This would not be an effort to develop national capacity building.

(7) Scholarships and fellowships to serve the needs of an individual would not qualify, nor would the construction of facilities for athletics, for example, be permissible.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) "Council" means the National Advisory Council on Women's Educational Programs established pursuant to subsection (f) of the Act.

DEFS.

(20 U.S.C. 1866 (c) and (f).)

(d) "Educational equity for women" means:

(1) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(2) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(3) Educational equity for women involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new stereotypes for men and women.

(e) "Elementary school" means a day or residential school which provides elementary education, as determined under State law, and "Elementary school level" means the educational level at which elementary education is provided, as determined under State law.

(f) "Local educational agency" or "LEA" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(g) "Man" or "men" may include, as appropriate, boys.

(h) "Nonprofit," as applied to a school, agency, organization, or institution means a school, agency, organization, or institution owned and operated by one or more nonprofit corporations or associations no part of the net earning of which inures, or may lawfully inure, to the benefit of any private shareholder or individual.

(i) "Public agency" means a legally constituted organization of government under public administrative control and direction including Indian tribes which exercise municipal functions, but does not include agencies of the United States.

(j) "Secondary school" means a day or residential school which provides secondary education, as determined under State law, except that it does not include any education provided beyond grade 12, and "Secondary school level" means the educational level (not beyond grade 12) at which secondary education is provided as determined under State law.

(k) "Sex role socialization" refers to the differential processes and experiences used to prepare males and females for the roles that society defines as being appropriate for their sex.

(l) "Sex role stereotypes" involve assumptions that females or males, because they share a common gender, also share common abilities, interests, values, and/or roles.

(m) "Socialization" is the process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as children are being prepared to carry out a complex collection of economic, social, physical, political, and psychological

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roles as adults. Much of adult socialization is subtle and unnoticed because it consists of continued reinforcement for already learned roles. In situations where the learning of new roles or skills is necessary, adult socialization may become extremely focused and explicit.

(n) "State educational agency" or "SEA" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(o) "Target population" means the persons for whose needs the project is designed, with whom the project is validated (tested) and among whom are found the future users of the model program or product.

(1) The target population may include both intermediate and ultimate beneficiaries or solely ultimate beneficiaries.

(2) For example, in a project designed to develop a retraining program for high school counselors in techniques and procedures for providing sex fair counseling for use by counselors across the country, the target population is high school counselors, the intermediate beneficiaries. The ultimate beneficiaries are high school students across the country. In the same type project designed for use by high school counselors of native American youth, the intermediate target population is still high school counselors but the ultimate target population is native American high school youth.

(3) Another example would be a program designed for adult women who desire to reenter the labor force or continue their education. The target population is adult women. Adult women are the population upon which the program is validated, and they are the ultimate beneficiaries. There may be no intermediate beneficiaries. If the project were designed for employers and counselors of adult women, the employers and counselors would be the intermediate beneficiaries and the adult women the ultimate beneficiaries.

(p) (see page 6a)

(q) "Woman" or "women" may include, as appropriate, girls.

(20 U.S.C. 1866.)

(p) "Validation" means testing or trying out materials and programs with persons similar to the users for whom they are designed. It is a process that takes place while a program or product is being developed. It has two purposes: to identify problems which should be corrected in subsequent versions and to assess effectiveness. The terms field-testing or pilot-testing are also sometimes used.

(1) Since the WEEA Program is supporting projects that are developing model programs and products to be widely used by others with similar needs, populations, level of education, and the like, the question to be answered by validation is: "How sure (certain) are we that programs and products are truly doing what we said they would do (validity) and that they do what we say they do consistently (reliability)?"

(2) This is not easy to answer, and validation is a strenuous, exacting procedure or set of procedures planned from the inception of the project and involving such things as sample populations, pre-post tests, statistical analysis, control groups.

(3) The results of sound validation usually indicate under what circumstances and with whom the programs or products can be used and with what degree of certainty and consistency the same original results will be obtained.

§ 160f.3 Nature of projects to provide educational equity for women.

(a) *General.* (1) Educational equity for women, as used in this part, means:

(i) The elimination of discrimination on the basis of sex and of those elements of sex role stereotyping and sex role socialization in educational institutions, programs, and curricula which prevent full and fair participation by women in educational programs and in American society generally; and

(ii) The achievement of responsiveness of educational institutions, programs, curricula, policy makers, administrators, instructors, counselors, and other personnel to the special educational needs, interests, and concerns of women arising from inequitable educational policies and practices.

(2) Educational equity for women, as used in this part, involves the elimination of stereotyping by sex, so that both men and women can choose freely among and benefit from opportunities in educational institutions and programs with limitations determined only by each individual's interests, aptitudes, and abilities. Educational equity for women does not imply the development of new stereotypes for men and women. NOTE

(b) *Capacity building: development of model programs and products.* (1) (i) Projects supported under this part must contribute to capacity building in the area of educational equity for women, as defined in § 160f.2.

(ii) The primary goal of projects is not provision of services or benefits to particular organizations, agencies, or individuals, although these services or benefits may occur as an indirect effect.

(2) Projects supported under this part may not develop products which are so expensive to use or adopt that extensive dissemination will be inhibited.

(20 U.S.C. 1866 (b), (d), and (e).)

(c) *Approaches to educational equity for women.* Each project funded under this part must be designed to develop model programs, materials, or other products in order to promote educational equity for women in one or more of the following ways:

(1) *Focus on systemic change.* The elimination of those elements of sex role stereotyping and sex role socialization in educational institutions and agencies which separately and together limit over time the aspirations, experiences, and options of women and men for full participation in American society;

(2) *Focus on institutional change.* Assistance in the process of eliminating discriminatory policies and practices in educational agencies, organizations, and programs which may be contrary to Federal statutes, executive orders, or regulations; or

(3) *Focus on supplementary activities for individuals.* The provision of special educational activities and support services designed to overcome limitations on the opportunities of women resulting from past or continuing discrimination, sex role stereotyping, or sex role socialization.

(20 U.S.C. 1866; Committee on Education and Labor, Hearing on H.R. 208, July 25, 1973, pp. 4-6; S. Rept. No. 763, 93rd Cong. 2d Sess. 78-79 (1974))

(d) *Diverse approaches to educational equity for women among various population groups.* (1) In recognition of the diverse approaches to the provision of educational equity for women among different groups, projects funded under this part may focus on approaches to educational equity for women relating to one or more population groups based on race, ethnic origin, age, socioeconomic status, or residence (e.g., rural, urban, Southwestern, Appalachian).

(2) If the proposed project does focus on an approach relating to one or more population group(s) above, the project application must:

(i) Identify the population group(s);

(ii) Show understanding and awareness of the goals, values, and priorities of the population group(s); and

(iii) Explain the applicability or limitations of the use of the programs or products with other population groups. The relevance of the project's materials, strategy, and goals to the cultural and other values of the population group(s) must be clearly demonstrated. Extensive research or data is not required in the project application.

(3) Projects under this paragraph are subject to the nondiscrimination provisions of § 160f.1(d).

(20 U.S.C. 1866.)

§ 160f.4 Types of projects.

(a) The Act authorizes the Commissioner to award grants and contracts for activities at all levels of education designed to carry out the purpose of providing educational equity for women, including the following activities related to educational equity:

(1) The development, evaluation, and disseminatoin of currcula, textbooks, and other educational materials;

(2) Preservice and inservice training for educational personnel, including guidance and counseling personnel;

(3) Research, development, and other educational activities;

(4) Guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex;

(5) Educational activities to increase opportunities for adult women, including continuing educational activities for

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NOTE THAT 160f.3 Repeats language of Prior page. Note How often "Capacity building" is DISCUSSED!

underemployed and unemployed women; and

(6) The expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

(20 U.S.C. 1866(d)(1).)

(b) In implementing the activities authorized by the Act and described in paragraph (a) of this section, the Commissioner will:

(1) Make awards for general grants, as described in § 160f.12.

(20 U.S.C. 1866(d).)

(2) Make small grants, not to exceed $15,000 each, to support innovative approaches to the provision of educational equity for women, as described in § 160f.13; and

(20 U.S.C. 1866(e).)

(3) Solicit proposals for and make awards of procurement contracts in the program areas described in § 160f.14.

(20 U.S.C. 1866(d).)

§ 160f.5 Duration of projects.

(a) While grant applications may be filed proposing multi-year projects, it is expected that a substantial proportion of projects funded by the Commissioner in any fiscal year will have a project duration of only one year.

MULTI-YEAR REQUIREMENTS

(b) Applications proposing multi-year projects must be accompanied by an explanation of the need for multi-year support, an overview of the objectives and activities proposed, and budget estimates to attain these objectives in any proposed subsequent year.

(c) If the application demonstrates to the Commissioner's satisfaction that multi-year support is needed to carry out the proposed project, the Commissioner may, in the initial notification of grant award for the project, indicate an intention to assist the project on an appropriate multi-year basis through continuation grants.

(d) Continuation awards may be made to projects described in paragraph (c) of this section, subject to the availability of funds and to the following provisions:

(1) Continuation applications will not be competitive with applications for new grant awards, but will be competitive with other applications for continuation awards;

(2) The program narrative of a continuation application must contain a detailed plan of operation (consistent with the general scope of work approved at the time of the original grant award), a management plan, and a detailed budget for the following fiscal year. Any changes in staff members, or their duties, in the validation procedures, the evaluation design, or approaches to dissemination must be explained. Requests for modifications in project objectives or the final results, programs, or products must be justified and the basis explained in detail; and

(3) Applications for continuation awards will be reviewed to determine:

(i) If the grantee has complied with the grant terms and conditions, the Act, and any applicable regulation;

(ii) The project's effectiveness to date, or the constructive changes proposed as a result of the ongoing evaluation;

(iii) The extent to which the project is meeting applicable priorities; and

(iv) The extent to which continuation of Federal assistance to the project is in the best interests of educational equity for women.

(20 U.S.C. 1221e-3(a)(1), 1866)

§ 160f.6 Eligible applicants.

The Commissioner may make grants to, or enter into contracts with, public agencies, private nonprofit organizations, or individuals to carry out projects under this part.

(20 U.S.C. 1866(d)(1) and (e))

NOT CURRENTLY USED ↓

§ 160f.7 Preapplications.

(a) *General.* (1) The Commissioner may invite prospective applicants for grants under this part in any given fiscal year to submit preapplications in accordance with § 100a.41 of this chapter by publishing a closing date for preapplications in the FEDERAL REGISTER. Either general or small grants, or both, may be included.

(2) (i) The preapplication process is used to avoid the investment of substantial time and effort by applicants in the preparation of applications for projects which might not be responsive to program policy and criteria and therefore have little chance of being funded. This process permits a preliminary review of shortened, simplified preapplications, with advice to applicants as to whether proposed projects are likely to have a chance for funding.

(ii) The preapplication process also may conserve limited resources of the Government by reducing the staff time and consultant funds required to process and review a large number of full applications. When the preapplication process is used, the Government can forecast the approximate number of applications which will be submitted and plan accordingly.

(3) When preapplications are invited, applicants are encouraged to use the process. Preapplications will be reviewed and those identified as having potential to compete will be invited to submit full applications. Applicants that are not invited may also submit full applications at their option. Also, any applicant may submit a full application by the published closing date for full applications without having previously submitted a preapplication. No application would be treated preferentially, and all would be reviewed against the published evaluation criteria.

(b) *State review of local educational agency (LEA) preapplications.* (1) A copy of a preapplication from a local educational agency must be submitted to the State educational agency of the State in which the local educational agency is located, concurrently with the submission of the preapplication to the Commissioner, to provide the State educational agency an opportunity to review and comment on that preapplication. A copy of the transmittal letter to the State agency must be attached to the preapplication.

(2) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on a local educational agency's preapplication. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for a preapplication shall be deemed a waiver of the State educational agency's opportunity to comment on that preapplication.

(c) *Preapplication requirements.* (1) Prepplications under this part must include a program narrative statement as required by the preapplication forms provided for in § 100a.41 of this chapter. The narrative statement may not exceed three (3) to five (5) pages of readable size print plus attached short and relevant vitae. Lengthy appendices and exhibits will not be reviewed by the Commissioner.

(2) The preapplication must include the following information in the program narrative to permit its review according to the evaluation criteria in paragraph (d). If applicants omit some of the required information, the preapplications will be reviewed and points will be deducted where appropriate. The program narrative of a preapplication must:

(i) *Applicant qualifications.* (A) Include either names and duties of projected staff members or brief job descriptions and required qualifications for the director and other key personnel, as well as methods to be used in recruitment and hiring. Vitae may be attached to the program narrative; and

(B) Include a statement of applicant qualifications in the substantive area of the proposed project and its experience in and commitment to the area of women's educational equity;

(ii) *Need and impact.* (A) Provide a brief description of the project and its approach, the needs addressed, and specific results, programs, or products to be developed by the proposed project;

(B) Indicate the target population which will utilize the results of the project and the possible means for encouraging their use; and

(C) State briefly how the proposed project will contribute to the national capacity to respond to needs in educational equity for women through the development of model programs and/or products which are designed and tested to be disseminated nationwide;

(iii) *Plan.* (A) State the specific objectives of the proposed projects;

(B) Provide a brief statement on how the project will be managed; and

(C) If the applicant proposes a project with a duration in excess of one year, include in the program narrative

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an explanation of the need for multiyear support, and budget forms must be completed for the first budget period of one year and for the balance of the proposed project.

(3) In the program narrative, applicants may explain any large items which have an impact on the total budget figure.

(d) *Preapplication evaluation criteria.* Preapplications for grants which meet the requirements in paragraph (c)(1) of this section will be evaluated on the basis of the following criteria and weighted according to the indicated points (maximum of 100 points):

(1) *Applicant qualifications.* (i) The extent to which the education and experience of the proposed project director and staff, or, where staff are not named, the job descriptions and required qualifications as well as methods for recruitment and hiring, are related to the programmatic focus of the proposed project (10 points);

(ii) The extent to which the information about the proposed project director and staff evidence knowledge and experience in the area of women's educational equity (10 points);

(iii) The extent to which the applicant has demonstrated experience in the programmatic focus of the proposed project (10 points); and

(iv) The extent to which the applicant has demonstrated experience in and commitment to women's educational equity as evidence in the preapplication (10 points);

(2) *Need and impact.* (i) The degree to which the project addresses a critical need in the area of educational equity for women (10 points);

(ii) The degree to which the project describes a promising approach to provide educational equity for women (10 points);

(iii) The potential quality of the results, programs, or products to be developed and the viability of the method for use by others (10 points); and

(iv) The degree to which the proposed project will contribute to the national capacity to respond to the needs in the area of women's educational equity through the development of model programs or products (10 points);

(3) *Plan of operation.* (i) The extent to which proposed project objectives are clearly stated and capable of being attained and evaluated (5 points); and

(ii) The extent to which the preapplicant's statement on project management indicates potential for quality control (5 points);

(4) *Budget.* The reasonableness of the proposed total budget figure in relation to the accomplishment of the objectives and the relative importance of the needs addressed (10 points).

(20 U.S.C. 1221e-3(a)(1), 1232c(b)(3), 1866(d)(2) and (e).)

§ 160f.8 Application, proposal, and project requirements.

(a) *Introduction.* A grant or a contract under this part will be awarded only upon a grant application (in accordance with § 100a.40 of this chapter) or a contract proposal submitted to the Commissioner.

(b) *General.* (1) Unsolicited applications or proposals will not be accepted under this part. Grant applications will be accepted for review only if they are filed in response to a notice of closing date published in the FEDERAL REGISTER in accordance with 45 CFR 100a.15 concerning application submissions to the Commissioner.

(2) Lengthy appendices or exhibits attached to applications or proposals will not be reviewed.

(c) *Application requirements.* The requirements set forth in this paragraph cover the information needed by the Commissioner to evaluate an application in accordance with the criteria in § 160f.10. The requirements correspond to the evaluation criteria, and applicants are encouraged, in preparing their applications, to follow this order to facilitate review of the application. An application for a grant under this part must:

(1) *Nature and purpose.* Provide information sufficient to satisfy the Commissioner that the proposed project holds promise of making a substantial contribution toward attaining educational equity for women and will comply with the provisions of § 160f.3;

(2) *Applicant qualifications.* Contain sufficient information about the applicant to enable the Commissioner to determine both its qualifications for receiving an award and its commitment to the provision of educational equity for women, including information about:

(i) The applicant's staffing pattern and experience in the area of educational equity for women, as well as in the programmatic focus of the proposed project;

(ii) The proposed project director and staff, including their education, training, awards, publications, and experience in the areas of educational equity for women and in the programmatic focus of the proposed project, and existing or planned commitments to other projects;

(iii) The extent to which the staff will be representative of the target population and, where applicable, the special population group(s);

(iv) Job descriptions and required qualifications as well as methods of recruitment and hiring, where staff members are not yet named; MUST ✓

(v) Commitment through in kind or direct financial contributions or procedures to use results of projects in ongoing activities of the applicant; and

(vi) Available facilities and other resources for the project;

(3) *Need and impact.* (i) Identify the need to be addressed by the proposed project and supply relevant documentation of the need;

(ii) Specify the nature of the program, product, or final results of the proposed project and the specific target population, as defined in § 160f.2.

(iii) Specify the population group(s), if any, to which the project is related (as described in § 160f.3(d)), demonstrate understanding of the goals, values, and priorities of the group(s), and explain the applicability or limitations on the use of the project's results with other population group(s);

(iv) Document how the project will contribute to the development of model programs and products (capacity building) in the area of educational equity for women, including a description of likely users of the results, programs, and products of the projects, and rough projections of the cost to others of implementing or using the products; and

(v) Describe the procedures and plans for validation by the applicant and possible approaches and strategies for dissemination and utilization of the programs or products developed by the project. The description of validation procedures must set forth criteria consistent with § 160f.1(d) for the selection of participants in validation under the project, the types and numbers of persons expected to be involved, the location(s), time schedules, and specific expectations for the various activities in the validation procedures:

(4) *Plan of operation.* (i) State project objectives with specific outcomes for the project;

(ii) Provide a project evaluation design to measure the extent to which the objectives are accomplished by the project and which indicates the approach, the status of planning, methodology, extent of experience in the development and use of such designs and need for procuring outside expertise;

(iii) Provide a statement on management which describes the project's decision-making process and its rationale and include a management plan, which references objectives, operational activities, schedules, resources, products, and evaluation;

(iv) Describe a plan for cooperative development of the project with representative groups in the field of the project and in educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community; and

(v) Include a detailed budget.

(5) *Relationship to other activities.* Reference is made in § 160f.3(d) to the diverse approaches to the achievement of women's educational equity among various racial, ethnic, socioeconomic, age, and residence groups. If the applicant is carrying out other activites concerned with issues of discrimination, counseling, stereotyping, socialization, or the cultural values and heritage of social, ethnic, regional, or socioeconomic groups, the application must explain the specific relationship of the proposed project to these other activities.

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(20 U.S.C. 1866(d)(2).)

(d) *Small grants.* Applications for small grants under § 160f.13 are subject to the applicable requirements in this section, with appropriate consideration to the scope and amount of the proposed award.

(e) *State review of local educational agency (LEA) aplications.* (1) The Commissioner will not approve an application submitted by a local educational agency for a grant under this part unless the

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Points for the award

Have "Contents" entry for each item that gets points

State educational agency of the State in which that local educational agency is located has been given an opportunity to review and comment on the application.

(2) A local educational agency must provide a copy of its application to the appropriate State educational agency concurrently with its submission to the Commissioner of the application, which must contain a copy of the transmittal letter to the State agency.

(3) The Commissioner may establish a cut-off date for submission of comments by State educational agencies on local educational agency applications. If the Commissioner establishes a cut-off date for submission of comments, failure by a State educational agency to submit comments to the Commissioner within the period specified by the Commissioner for an application shall be deemed a waiver of the State educational agency's opportunity to comment on that application.

(20 U.S.C. 1866(e).)

(f) *Dissemination of effective materials and programs*. Project awards under this part will be subject to the condition that materials and programs developed and validated under the project shall not be disseminated without review for effectiveness by the Commissioner. Therefore, each application for an award under this part must contain provisions for review of materials and programs, prior to dissemination in accordance with the requirement of this paragraph.

(g) *Evaluation*. Project awards under this part will be subject to the condition that the award recipient collect and make available information required by the Commissioner or by the Council, in accordance with the time constraints the Commissioner or Council may designate for purposes of carrying out program evaluation, including that provided for under subsection (f) of the Act.

(h) *Nondiscrimination*. Project awards under this part will be subject to the condition that the grantee or contractor reflect the nondiscrimination provisions set forth in subparagraphs (1) and (2) of § 160f.1(d) in any public announcements about the project relating to employment and participation by persons in the project activities.

(20 U.S.C. 1866.)

§ 160f.9 Award decisions.

Decisions on whether or not to make awards under this part will be made by the Commissioner based upon:

(a) With respect to contracts;

(1) The specific evaluation criteria included in each Request for Proposal (RFP) solicitation; and

(2) The procedures for selection required by the regulations for Procurement Contracts, 41 CFR Chapters 1 and 3 and by Departmental or agency policy.

(b) With respect to grants:

(1) Applicable criteria set forth in § 160f.10;

(2) The need to support projects which collectively address all levels of education; and

(3) The need to support:

(i) A variety of projects which collectively represent to the extent possible the diversity of needs and concerns in educational equity for women;

(ii) A variety of strategies for addressing needs;

(iii) A variety of delivery systems, such as community organizations, public agencies, and private nonprofit organizations, as well as traditional educational institutions; and

(iv) Demographic diversity.

(20 U.S.C. 1866 (b), (d), (e), (f) (3).)

§ 160f.10 General evaluation criteria for grants.

(a) *General criteria*. Applications for grants which meet the requirements in § 160f.8 will be evaluated on the basis of the following criteria, weighted according to the indicated points (maximum of 220 points):

(1) *Applicant qualifications*. (65 points)

(i) The extent and quality of the applicant's relevant experience in the area of educational equity for women as evidenced in the application (10 points);

(ii) The extent and quality of the applicant's relevant experience in the programmatic focus of the project (10 points);

(iii) The extent to which the staffing pattern of the project and of the applicant agency or organization as summarized in the application reflects evidence of commitment to equity for women, including women from minority groups (15 points);

(iv) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the area of educational equity for women (10 points);

(v) The extent to which the qualifications of the project director and staff include demonstrated relevant experience of high quality in the programmatic focus of the project as evidenced in the application (10 points); and

(vi) The extent to which the applicant has the capability to conduct the proposed project, including necessary facilities and resources as evidenced in the application (10 points);

(2) *Need and impact*. (65 points)

(i) The degree to which the proposed project is likely to make a substantial qualitative contribution toward attaining the provision of educational equity for women, and to this end:

(A) Clearly identifies a critical need to be addressed (10 points); and

(B) Specifies the substantive nature of the program, product, or final results which have potential for use as a model throughout the Nation or throughout population groups based on race, ethnic origin, age, socioeconomic status, or residence (10 points),

(ii) The degree to which the applicant, where applicable, shows understanding of the goals, values, and priorities of special population group(s), as described in § 160f.3(d), *and* the degree to which the application demonstrates an appropriate understanding of the applicability or limitations of the use of the results or products of the project with other populations (15 points);

(iii) The extent to which the intended results of the proposed project can be used by others and thus the extent to which the application specifies:

(A) Well-designed validation procedures (10 points); and

(B) Approaches for dissemination and utilization of the intended results (10 points); and

(iv) The extent to which the applicant demonstrates commitment through in kind or direct financial contributions or through procedures to use all or parts of the program or products developed under the grant in the continuing activities of the applicant (10 points);

How GET 30-40% match?

(3) *Plan of operation*. (70 points). (i) The extent to which the application sharply defines and clearly states objectives for the proposed project which are capable of being achieved by the proposed procedures and capable of being assessed upon attainment (15 points);

(ii) The extent to which the application ensures adequate evaluation of the activities through the description of a project evaluation design which would measure the extent to which the objectives have been accomplished by the project and would describe an eventual evaluation report containing sufficient data, information, and direction to permit and encourage replication (15 points);

Product

(iii) The quality of the statement on management that describes the project's decision-making process and its rationale and the quality of the management plan which references objectives, operational activities, schedules (including the amount of time to be spent on the project by the proposed staff members), resources, products, and the project evaluation design (15 points);

Process

(iv) The extent to which the program to be developed under the project will be developed in cooperation with representative groups in the field of the project and of educational equity for women, such as practitioners (both at the policy and implementation levels), theoreticians, potential participants in the validation, and the community (15 points); and

(v) The extent to which the application presents a budget that is reasonable in relation to anticipated results and reflects the management design (10 points).

(4) *Geographical distribution of awards* (20 points). The extent to which approval of an application will contribute to an appropriate geographical distribution of project awards throughout the Nation. The Commissioner will apply this criterion to individual applications after taking into account relevant recommendations of the Council.

Out of YOUR Control

(b) *General provisions criteria*. Evaluation criteria set forth in § 100a.26(b) of this chapter will not apply to applications or proposals submitted under this part.

(c) *Small grants*. Applications for small grants will be evaluated in accord-

THIS IS IT

CRITERIA for all projects

100a.26(b) will NOT apply

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ance with the criteria specified in paragraph (a) of this section with appropriate consideration given to the scope and amount of the proposed award.

(20 U.S.C. 1866 (d) and (e).)

§ 160f.11 [Reserved]

§ 160f.12 General grant awards.

(a) *General.* In awarding new grants under this part (except with respect to small grants described in § 160f.13), the Commissioner may establish priorities by publishing them in an Appendix to this regulation. Whether or not there are priorities, applicants may propose projects in any area authorized by the Act. Applicants may find guidance by examining the six activities which are listed in the Act and quoted in § 160f.4(a).

NB

(b) *Number and size of general grant awards.* (1) Contingent upon the availability of funds, it is expected that 30 to 50 new general grants will be awarded per fiscal year.

(2) It is anticipated that the size of general grant awards will range from about $35,000 to $175,000, depending on the scope of the proposed project. Nothing in this paragraph shall be construed as a limitation on the amount of funds which may be available to a particular grantee.

(20 U.S.C. 1866(d).)

§ 160f.13 Small grant awards.

(a) Grants under this section will support the development and implementation of innovative approaches to the attainment of equity in education for women. The innovative approaches need not be original but may include practices that:

(1) Are similar to present practices but are not widely known or used;

(2) Expand on present practices; or

(3) Are new to a specific target population.

(b) Applications for grants under this section may focus on any of the six programmatic areas outlined in § 160f.4(a) or other areas of need in the provision of educational equity for women.

(c) Projects supported under this section must be designed to contribute to the development of model programs and products (capacity building) in the area of educational equity for women as provided in § 160f.3(b), with appropriate consideration to the scope and amount of the grant award. The Commissioner may also use the small grant program for further testing of programs and products developed and validated by previous projects supported under this part when they become available.

NB

(d) Contingent upon the availability of funds, it is expected that 20 to 30 grants will be made under this section per fiscal year for amounts not to exceed $15,000.

(20 U.S.C. 1866(e).)

§ 160f.14 Contract activities.

(a) *General.* Contingent upon the availability of funds, contracts will be awarded on the basis of separate solicitations setting forth appropriate specifications in the areas described in paragraph (b) of this section.

(b) *Funding areas.* It is expected that contracts will be awarded in the following areas:

(1) Technical assistance for Title IX of the Education Amendments of 1972 (Pub. L. 92-318);

(2) Operation of a communications network in the field of educational equity for women;

(3) Dissemination of tested programs and products developed under the Act to organizations and agencies which wish to use or adapt them; and

(4) Those other areas of women's educational equity where the Commissioner determines that specific procurements would further the purpose of the Act.

(20 U.S.C. 1866(d)(1).)

§ 160f.15 Allowable costs.

(a) *General.* (1) Allowable costs under projects to which funds are awarded pursuant to this part shall be determined in accordance with cost principles set forth in:

(i) Appendix B of subchapter A of this chapter with respect to grants to public agencies;

(ii) Appendix C of subchapter A of this chapter with respect to grants to nonprofit educational institutions;

(iii) Appendix D of subchapter A of this chapter with respect to grants to other nonprofit institutions and individuals; and

(iv) 41 CFR Part 1-15 with respect to contracts.

(2) The costs of nonexpendable personal property with an acquisition cost of $1,000 or more per unit, depreciation or use allowances, automatic data processing, memberships, subscriptions, and professional activities will be allowable if they have been specifically authorized by the Commissioner in the notification of grant award.

(3) Facilities, capital assets, and repairs which materially increase the value or useful life of capital assets generally shall be unallowable under this part, and will be allowed only where specially justified by the applicant and specifically authorized by the Commissioner.

(4) Funds supplied under grants awarded under this paragraph usually will not be available to pay the general costs of overall education, training, or career employment preparation programs. Rather, funds will be available for payment of the incremental costs such as the costs necessary for effective planning, development, evaluation, testing, validation, and in some cases, dissemination, directly related to educational equity for women.

(b) *Long-term training projects.* (1) Grants for training projects designed to provide individual participants with full-time post-baccalaureate training with a duration of at least one academic year may include provision for the payment to:

(i) Grantees of tuition and fees; and

(ii) Participants of stipends, dependency allowances, and other costs, including child care, as the Commissioner may determine to be consistent with prevailing practices under comparable Federal programs.

(2) Provision for payments described in subparagraph (1) of this paragraph will be included in grant award documents at the discretion of the Commissioner, and only when the applicant requests these payments and provides sufficient information and justification in the application to satisfy the Commissioner that the payments would contribute substantially to the realization of the project objective to develop, test, and prepare for dissemination a successful model training program.

(3) If provisions for the payment of tuition and fees are included in a grant pursuant to this paragraph, the grantee may not charge participants in the training program for tuition and fees.

(c) *Payments for participation in validation of materials and programs.* (1) Projects may include in the grant or contract a provision for payments to non-educational participants (including parents, students, and others) and to educational personnel participants (including administrators, counselors, teachers, and others), whose participation is necessary for the validation of the programs or products developed by the project and who are not otherwise compensated for their time while participating.

(2) (i) Payments to non-educational participants may be made at rates not lower than the current Federal minimum wage rate nor higher than the rate set forth for educational personnel in subdivision (ii) of this subparagraph.

(ii) Except as provided under subdivision (iii) of this subparagraph, payments to educational personnel under this paragraph would be at the rate of $30 for each full day of participation up to $150 a week. For partial days involving less than 5 hours of attendance, the payments for this attendance would be at the rate of $6 per hour, subject to the weekly limit of $150.

(iii) Where participating educational personnel are ordinarily paid for their work at a salary scale determined by a collective bargaining agreement in which the minimum hourly rate for any individual is more than $6 per hour, the individual would be compensated at the minimum hourly rate provided for under the collective bargaining agreement.

(3) Where a local educational agency or other educational agency or institution compensates teachers or other educational personnel whom it employs for their time in receiving training or participating in other activities under this paragraph and must also hire a substitute for the participant during the time of that participation, reimbursement may be made under the grant or contract which includes the component to the local educational agency or other educational agency or institution for the costs of hiring the substitute.

(4) No travel or dependency allowances will be paid for participation in any component under this paragraph.

CONTRACTS

(5) Participants in any short-term training may receive payments at the same rates as set forth in subparagraph (2) of this paragraph.

(6) Provision for payments described in this paragraph will be included in grant award documents or contracts at the discretion of the Commissioner, and only when the applicant requests these payments and justifies that the payments to the specific classes or groups of recipients to participate in the validation or training are necessary to carry out the program objective.

(d) *Indirect costs.* (1) Except as provided in subparagraphs (2) and (3) of this paragraph, indirect costs will be allowed under projects funded under this part in accordance with the applicable indirect cost rate allowances set out in Appendices B through D of subchapter A of this chapter.

(2) Indirect costs for training grants will be allowed at the lesser of:

(i) The level of indirect costs determined under subparagraph (1) of this paragraph; or

Will use your agency's
AUDITED or Negotiated
Rate

(ii) In grants where the Commissioner approves payments for stipends and dependency allowances under paragraph (b)(1)(ii) of this section, eight percent of the total direct costs, including stipends and dependency allowances.

(3) Indirect costs shall not be allowed under grants to individuals under this part.

(20 U.S.C. 1231c(b), 1232c(b)(2).)

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Subpart C—How To Apply for a Grant

§ 160f.20 How to use regulations and apply for a grant.

(a) The "Introduction to Education Division Programs" at the beginning of EDGAR includes general information to assist in—

(1) Using regulations that apply to Education Division programs; and

(2) Applying for assistance under an Education Division program.

(20 U.S.C. 1221e–3(a)(1))

§ 160f.21 State review.

An applicant that is a local educational agency (LEA) shall submit a copy of its preapplication—if required—and application in accordance with §§ 100a.255–260 (EDGAR). This process provides the State with an opportunity to comment if it wishes.

(20 U.S.C. 3343(a))

§ 160f.22 Open meeting certification.

An applicant that is an LEA shall give the public an opportunity to comment on its application in accordance with §§ 100a.238–241 (EDGAR).

(20 U.S.C. 3386)

§ 160f.23 Preapplications.

If the Commissioner requires the preapplication process, an applicant shall follow the procedures in §§ 100a.230–234 (EDGAR). The Commissioner makes the decisions on an annual basis, and the announcement will appear in the Notice of Closing Date in the **Federal Register**.

(20 U.S.C. 3343(a))

Subpart D—How Is a Grant or Contract Made?

§ 160f.30 Award decisions for demonstration projects.

(a) *Contracts.* The following governs the selection of contractors:

(1) The specific evaluation criteria included in each Request for Proposals (RFP) solicitation.

(2) The procedures for selection required by the regulations for Procurement Contracts, 41 CFR Chapters 1 and 3, and by Departmental or agency policy.

(b) *Grants.* In making grants, the Commissioner considers—

(1) The evaluation criteria that appear in § 160f.31;

(2) Support for a variety of projects that collectively, to the extent possible, provide the broad coverage described by the Act and meet the diversity of needs in promoting educational equity for women. The broad coverage includes—

(i) All levels of education, including preschool, elementary and secondary, higher education, and adult education;

(ii) A variety of strategies for addressing needs; and

(iii) A variety of delivery systems, such as community and women's organizations, including those that have a substantial membership of minority or handicapped women, as well as traditional educational institutions;

(3) Avoidance of duplication of projects that have already been funded and judged acceptable for dissemination by the Commissioner; and

(4) Geographic distribution of projects throughout the Nation.

(20 U.S.C. 3346(c))

§ 160f.31 Evaluation criteria for demonstration projects.

The Commissioner rates each application on the basis of the degree to which it responds to each of the following weighted factors. The maximum possible score for the total criteria is 110 points. The evaluation criteria in §§ 100a.400–407 (EDGAR) do not apply.

Note: The Appendix to these regulations contains important information that applicants need in order to address the criteria.

(a) *Need.* (1) The proposed project focuses on needs that are central to the purpose of the Act. (8 points)

(2) The needs addressed are well documented, and the applicant shows awareness of similar projects in the subject area and how this application makes a distinct contribution. (5 points)

(3) The proposed project is likely to meet the needs. (8 points)

(b) *Impact.* (1) The model program, product, or results of the proposed project has national, statewide, or general significance. (5 points)

(2) These is a knowledgeable, feasible plan for dissemination, so that the model program, product, or results can be used by others. (5 points)

(3) The applicant demonstrates commitment either through in-kind or direct financial contributions or through procedures to use in its continuing activities all or parts of the program, product, or results developed under the grant. (5 points)

(c) *Plan of operation.* (1) The quality of the objectives of the project and of both the strategy and the activities proposed to implement the project. (8 points)

(2) The applicant plans to develop the project in cooperation with representative groups relevant to the project's success. These groups may include potential participants, representatives of the community, students, key administrators, or teachers. (5 points)

(3) The applicant demonstrates its understanding of the diverse approaches to educational equity for women in the planning, operation, and assessment of the project. (8 points)

(4) The quality of the management plan, including objectives, operational activities, resources, products, evaluation, schedules, and the amount of time to be spent on the project by the proposed staff members. (8 points)

(5) The quality of the general plan for evaluation. (3 points)

(6) The budget and narrative show that proposed costs are reasonable in relation to the scope of the needs in educational equity for women and in relation to the project's potential impact. (8 points)

(d) *Applicant and staff qualifications.* (1) The applcant's commitment to educational equity for women including women from minority groups. (8 points)

(2) The qualifications and capability of the project director to conduct the project successfully. (8 points)

(3) The qualifications and capability of the staff to implement the project successfully. (8 points)

(e) *Priority.* For projects submitted in a designated priority—

(1) The importance within the priority of the needs addressed; (5 points) and

(2) The importance within the priority of the potential results of the project. (5 points)

(20 U.S.C. 3345)

§ 160f.32 Program priorities—General.

(a) Sections 160f.33–38 describe the program priorities that the Commissioner establishes under sec. 935 (Criteria and Priorities) of the Act.

(b) The Commissioner each year changes the number of priorities and the amounts allocated to each according to the total funds available, the number of continuation awards in a priority area, and changing needs. Each year in the Notice of Closing Date in the **Federal Register**, the Commissioner notifies applicants of the selected priorities and of the approximate amount of grant funds allocated to each priority.

(c)(1) An applicant may submit an application under any priority of its choice but shall identify the priority area. The Commissioner does not select the priority for applicants.

(2) If an applicant either fails to identify or has incorrectly identified the priority, the Commissioner does not

Components of a Proposal

Purpose: Participants will learn to list the components of a written proposal, and review the major elements of each.

Time Required: 20 minutes

Group Size: Entire group

Materials Needed:
- Transparency (optional)
- Overhead projector (optional)

NOTES TO TRAINERS

Display the Components of a Grant Proposal Transparency. As an alternative, make copies of the page to hand out.

You may want to suggest that participants hold their questions about each of the proposal components until the session that deals specifically with that component.

Components of a Proposal

In this session I'll describe what goes into each component of a grant proposal, and how the components relate to each other.

The components of a proposal are: a need statement, a literature review, a set of goals and objectives, a plan of action, an evaluation plan, a management plan, and a budget. When all those pieces are put together, the abstract, appendices and Federal or state forms are then added. There will be a session on each of these components during the next day and a half, so please keep your questions for those sessions. If you feel overwhelmed by the amount of information that goes into a proposal, remember that writing is a team effort. These components are described in the order in which they are written, not in the order in which they appear in your final proposal.

The need statement is the first chapter of your proposal. It is the section where you define the problem and show that it is not being solved by any existing effort. It is your statement of why your idea will meet a need. The information you gather when you're checking the feasibility of your idea can be used in the need statement. Need can be documented by statistics, by literature, by experience and by observations of the people who are affected by the problem.

The literature review can be integrated into or can be separate from your need statement. The purpose of the literature review is to help you in developing your idea by telling you what's been done in the field, and to show proposal readers that you know your field. The review should state the ways in which previous work by others will contribute to your proposed project, and the ways in which your work will go beyond what has been done.

You need to develop your goals and objectives before you can develop your plan of action. The goal(s) are a way of stating the broad, general purpose(s) of your project. The objectives are a way of stating how you will accomplish your goal(s); they must be achievable (i.e., within your control) and you must be able to prove you have achieved them.

The plan of action (which is also called the scope of work) tells how you're going to do the work to meet your objectives. This is the longest section of the proposal, and as you write it, you'll find yourself feeling as if you are doing the whole project right there in the proposal. Give as much detail as you possibly can in this section because it will be proof to the readers that you know what you're doing and how you're going to do it. You should describe who is doing what, how

NOTES TO
TRAINERS

they'll do it, when they'll do it, who they'll do it with, and why they are doing it that way. As you think through each stage of your proposed project, you'll think of problems you may encounter. Mention anticipated problems in your plan of action, and, if possible, discuss alternate ways of solving them. This is further proof that you know what you're doing.

The evaluation plan grows out of your plan of action; it is the method by which you determine if the project has met its objectives. It is a good idea to ask someone who knows evaluation techniques to write or help you write this section if you don't have the information yourself. The extent and sophistication of your evaluation plan will depend on the requirements of the funding agency, the scope of your work and the limitations on your budget.

The management plan describes in detail who is going to perform the work described in the plan of action and the way in which they will do it. A management plan includes names of project staff members (if you know who they will be) and describes their responsibilities. Names of staff should be backed up with a summary of their relevant work experience. You should include information about how your project will be managed, with a chart that tells how the project will be organized. A timeline goes in this section as well. Also include a description of the facilities your organization has for assisting you in completing the work proposed (including staff). Some proposals include this information as a separate section, especially for agencies such as WEEAP that require extensive proof of prior organizational commitment to women's equity.

Some people outline their budget before they do their plan of action. Both must be compatible -- so you should estimate how much money is available for the grant or contract you are applying for (this will be stated in the RFP or application). Then propose work that will fit within that figure, but do not underestimate your costs. If you have a detailed and well-thought-out plan of action, it is easy to develop the budget -- simply list everything that will cost something, and then figure out how much each item will cost.

The appendix should include resumes of project staff and consultants, letters of support for your project, and any information that is extra but relates to your work. The appendix should contain information you would like reviewers to see, but do not make the appendix bulky because tired reviewers resent having to read anything more than is necessary.

The abstract gets written last and is the first thing the reviewers will see. It should be a concise one or two-page description of your project: the title,

NOTES TO TRAINERS

the name of the director and the organization, the start and end dates of the project, a brief description of the need, a brief statement of objectives, a general description of the plan of action, and a brief statement on the potential of the project to achieve results.

Remember to choose a title that reflects the scope of the project.

Do a table of contents listing the major sections of the proposal and page numbers. Don't forget to number the pages of your proposal!

A reviewer's guide to the proposal is similar to a table of contents, and refers the reader to the sections in the proposal that relate to the criteria reviewers will use in awarding points for the proposal. A reviewer's guide doesn't replace the table of contents; it supplements it.

Make sure you have completed all the necessary forms and the cover sheet with the proposal (you'll find these in an RFP or application package).

The proposal submission and review process will be covered at the end of the workshop.

A 15-MINUTE BREAK IS SUGGESTED AT THIS POINT.

COMPONENTS OF A GRANT PROPOSAL IN ORDER OF DEVELOPMENT

The Need Statement

The Literature Review

Goals and Objectives

The Plan of Action

The Evaluation Plan

The Management Plan

The Budget

Appendix

The Abstract

Title

Contents

Reviewer's Guide

The Need Statement

Purpose:	Participants will learn to develop a need statement after recognizing the problem. Information will also be offered on how to document a specific need.
Time Required:	60 to 90 minutes
Group Size:	10-30 people
Materials Needed:	● Chalkboard or newsprint ● Handout IX: Checklist for Need Statement

NOTES TO TRAINERS

If possible, divide the group according to people's interest areas.

The Need Statement

DIVIDE THE GROUP INTO SMALLER CLUSTERS OF TEN TO THIRTY PEOPLE.

The need statement is a chapter at the beginning of your proposal. This chapter should show that there is a problem that's not being resolved by existing efforts. Remember that you're asking for funds to remedy a problem or reduce a need -- so while you must prove that the problem is serious, be sure it's not so critical that no amount of money or work could alleviate it. Narrow down your definition of the problem to something you can deal with in a reasonable amount of time.

WRITE "STATISTICS, LITERATURE REVIEWS, EXPERIENCE/ OBSERVATION" ON A CHALKBOARD OR NEWSPRINT.

Whatever points you make in your need statement should be documented. There are several different methods of documentation. One way is to back up your statements with statistics -- for example, in a proposal dealing with lowering the female high school drop-out rate, you could cite an estimated percentage of high school girls who drop out by the time they are seniors and include both national and local statistics. Or, present a comparison of the average annual income of drop-out and non-drop-out females. These statistics would support your contention that it is important to lower the female drop-out rate for a number of reasons.

Many Federal agencies publish statistical data, such as the Women's Bureau of the Department of Labor, the Bureau of Labor Statistics, the Bureau of the Census, or the National Center for Education Statistics. Reference librarians can help you locate specific statistics.

ASK PARTICIPANTS WHERE ELSE THEY COULD FIND STATISTICS: The mayor's office, the city planning department, the public health department, at the administrative offices of school districts, at an agency doing similar work, at a State Department of Education information center, etc.

Another type of documentation for a need statement is a literature review. If you are writing a research proposal, you should write an entire chapter discussing what has been published about the work you propose to do; this is called a literature review, and we mentioned it as one component of a grant proposal. If, however, you are not required or do not plan to do an entire chapter

NOTES TO TRAINERS

on the literature that relates to your proposed project, you should include some information from relevant journal articles, books, speeches and so on in your need statement to show the importance of the problem you propose to work on. Do footnotes and a page of references for your literature review.

Places to look for literature references are Women's Studies Abstracts, the Readers Guide to periodicals, and feminist journals. Community and university women's studies programs or women's centers often have library collections of bibliographies, as do state commissions on the status of women. The Women's Educational Equity Communications Network (WEECN) puts out two books called Resources in Women's Educational Equity that abstract and categorize articles and books. WEECN will also do a literature search on request for a small fee.

A third type of documentation is to describe your own observations of and experience with the problem and successful methods you have used to solve it. Talk with and quote people who are affected by the problem and who support your ideas for alleviating the need. If possible, also talk with "experts" in the field; for example, if you plan to develop a curriculum, describe your idea to curriculum specialists and teachers in different regions of the country to get their responses and to see if they would use such a course in their school or district.

Be sure to point out the connection between you, or your organization and the problem you plan to deal with. For example, if you are proposing to provide a program to help female ex-offenders and your organization has been doing workshops for ex-offenders, or you have done work in that area, point that out.

This is the most important point in the Need Statement session; most people will come up with a problem, rather than the deeper need that underlies it. Continually asking the question so what? helps to define the need.

We have found it helpful to keep asking one question over and over as you develop your need statement: so what? If you feel the proposal reviewers would say so what? when they read your need statement, then you need to dig deeper to find the real underlying problem, or you need to give more evidence to document the need.

You have a checklist in your packet of handouts that will enable you to judge how effective your need statement is. Ask yourself:

1. Is the problem stated in precise terms?
2. What are the major causes of the problem?
3. What are the major consequences of the problem?
4. Why was this particular problem chosen for the proposal?
5. What documentation of the need have you stated?
6. What has already been done in the area?
7. Why is the project needed at this time?

Use the checklist to make sure you've dealt with all these questions in this section of your proposal, because everything else in the proposal flows from your need.

NOTES TO TRAINERS

You may want to use your own example of a need or one that the group comes up with, rather than the example we've provided. If so, choose an example that you feel comfortable documenting.

Participants may be confused about the meaning of Problem, Need, Project Idea, Evidence of Need, and Project Activity or Outcome. If necessary, give brief definitions of these terms at this point.

WRITE ON CHALKBOARD OR NEWSPRINT: "Students are not aware of the contributions of women - especially women of color - to the history of the U.S."

ASK PARTICIPANTS TO PRETEND THAT THEY ARE THE READERS WHO ARE REVIEWING THIS PROPOSAL. IF THEY READ A CHAPTER THAT EXPANDED UPON THE STATEMENT 'Students are not aware of the contributions of women - especially women of color - to the history of the U.S.,' WOULD THEY THINK THAT STATEMENT REFLECTED THE REAL NEED FOR A PROJECT? OR WOULD THEY SAY "SO WHAT?"

ENCOURAGE PARTICIPANTS TO TRY TO GET AT THE UNDERLYING NEED IMPLIED IN THE ABOVE STATEMENT BY ASKING "SO WHAT?" UNTIL THEY COME UP WITH A NEED NO ONE CAN ARGUE WITH: EVEN THE MOST CYNICAL PROPOSAL REVIEWER WOULD AGREE THAT IT IS A REAL NEED THAT SHOULD BE ALLEVIATED. USUALLY EVERY STATEMENT CAN BE BOILED DOWN TO ONE OF SEVERAL BASIC NEEDS:

- A need to assure compliance with existing laws, e.g., state education codes.
- A need to enhance people's self-concept.
- A need to increase people's sense of options (in relation to work, school, the future).
- A need to increase people's earning power.

AS YOU WILL REALIZE, ALL OF THESE NEEDS ARE ACTUALLY RELATED TO EACH OTHER.

ASK PARTICIPANTS FOR WAYS TO DOCUMENT THIS PROBLEM, AND WHERE THEY WOULD LOOK FOR THAT DOCUMENTATION, OR EVIDENCE.

Some things you could do to find evidence for this statement are:

1. Look at articles or publications that have reviewed course curricula and textbooks for the inclusion of women (e.g., Janice Law Trecker's articles on history books). Find these through Women's Studies departments, libraries, women's resource centers, WEECN, State textbook commissions.
2. Call women's studies programs to ask for information about students' level of knowledge about the contributions of women to history.
3. Cite statistics on the number of history courses that include information about women; find this through WEECN, National Center for Education Statistics, or WEEA-funded projects working in this area.
4. Talk to a small number of students and ask them some questions about women in history.

NOTES TO TRAINERS

WHEN YOU HAVE GONE THROUGH THE PROCESS OF DEFINING THIS NEED, USING THE ABOVE EXAMPLE, ASK THE GROUP FOR A NEED OR PROBLEM; WRITE IT DOWN; AND GO THROUGH THE SAME STEPS OF ASKING "SO WHAT?" UNTIL YOU HAVE ESTABLISHED A REAL NEED. THEN, BRAINSTORM WAYS TO DOCUMENT THE NEED.

AFTER PARTICIPANTS HAVE WORKED THROUGH BOTH EXAMPLES, ASK THEM:

Where could you go to get information to document the need for your own project idea? Write down some of these places.

USE THE LAST 10 MINUTES OR SO TO ASK FOR SOME EXAMPLES FROM THE GROUP OF WHAT THEY'VE WRITTEN, AND TO GIVE THEM FEEDBACK.

If there's time to expand this session, encourage participants to spend fifteen minutes to half an hour working on their own individual need statements.

In summary, when you write your chapter on the need statement, focus on convincing the proposal reviewers that there is a need that isn't being met that your project will help to fill. Interweave your evidence -- statistics, literature, and personal observation or experience -- to support your statement of this need.

THIS IS THE END OF THE FIRST DAY OF THE WORKSHOP. MAKE SURE THAT THERE IS TIME TO BRING PARTICIPANTS BACK TOGETHER IN A LARGE GROUP TO ASK QUESTIONS ABOUT THE MATERIAL COVERED DURING THE DAY.

Handout IX

Checklist for Need Statement

1. _____ Is the problem stated in precise terms?

2. _____ What are the major causes of the problem?

3. _____ What are the major consequences of the problem?

4. _____ Why was this particular problem chosen for the proposal?

5. _____ What documentation of the need have you stated?

6. _____ What has already been done in the area?

7. _____ Why is the project needed at this time?

DAY TWO

Developing Goals and Objectives/Formulating a Plan of Action

Purposes: Participants will learn to define the difference between a goal and an objective, and will have an opportunity to develop a goal and an objective for the project needs they have defined for their own project.

Participants will be able to practice listing the types of information that must be included in an activity.

Time Required: 90 minutes

Group Size: 10-30 people

Materials Needed:

- Chalkboard or newsprint
- Handout X: Goals and Objectives Worksheet

NOTES TO TRAINERS

Developing goals and objectives/formulating a plan of action

BEFORE THE SESSION, WRITE ON CHALKBOARD OR NEWSPRINT:

Goal: Workshop participants will understand how to develop goals and objectives and activities.

Objective: Workshop participants will be able to write a goal, an objective, and at least two activities for an idea they have by the end of this session.

GIVE OUT HANDOUTS X-XIV. (SINCE HANDOUT XII INCLUDES EIGHT PAGES, THERE SHOULD BE A TOTAL OF 12 HANDOUT PAGES FOR DAY TWO OF THE WORKSHOP.) DIVIDE THE GROUP INTO CLUSTERS OF TEN TO 30 PEOPLE.

In this session, we will define the terms goal and objective by comparing them. We'll then develop a goal and an objective together as a group, and discuss how activities for a plan of action grow out of the objectives that are set. Then each of you will write a goal, an objective, and activities for your own idea.

ASK PEOPLE TO TELL YOU THE DIFFERENCE BETWEEN THE TWO STATEMENTS ON THE BOARD. WRITE WHAT THEY SAY ON CHALKBOARD OR NEWSPRINT. THEN LINK WHAT THEY SAY WITH THE FOLLOWING DEFINITIONS:

A goal is a broad general statement of what you want to accomplish in your project -- the purpose(s) of the project. The goal should reflect the need for the project. You can have one goal or several goals; but limit goals to no more than five.

We deal with behavioral objectives in this lesson plan. If you are more familiar with another type of objective, modify this plan to fit your definition.

An objective describes how you'll accomplish your goal(s). Each goal must have at least one objective: develop as many objectives as necessary to achieve your goal. Objectives must be within your control, and must be measurable -- you must be able to prove in your evaluation that you've accomplished your objectives. A complete objective will answer the questions: WHO, WHAT, WHEN, WHERE, and HOW.

There are some general points to keep in mind in writing your objectives. First, objectives should be clear and concise so that anyone reading them will know what you are going to do. There should be no room for misinterpretation.

- Avoid words that are vague, such as "to understand;" words that are general, such as "to believe;" or words that are ambiguous, such as "to know." If your objectives are vague and general, it will be impossible to determine if they have been achieved.

NOTES TO TRAINERS

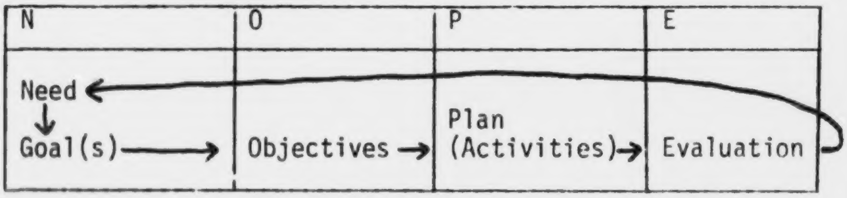
- When writing your objectives, try to use words that are action-oriented; for example: After reading a passage from Langston Hughes, students will be able to quote the entire passage from memory with 90% accuracy.
- Objectives should be realistic, given the amount of time you have for accomplishing them; do not try to change the world in twelve months.

If possible, objectives should be stated from the learner's point of view.

The goals and objectives can appear in two different places in your proposal: before the plan of action, and in the evaluation plan. It will help the readers to see them in both places. Put them before or at the beginning of the plan of action because the activities in the plan grow out of the objectives. And put the objectives again in the evaluation plan because that is what you are evaluating.

This Need/Objective/Plan/Evaluation or NOPE chart shows how the major pieces of a proposal link together:

DRAW THE CHART ON CHALKBOARD OR NEWSPRINT AND FILL IT IN AS YOU DESCRIBE IT:

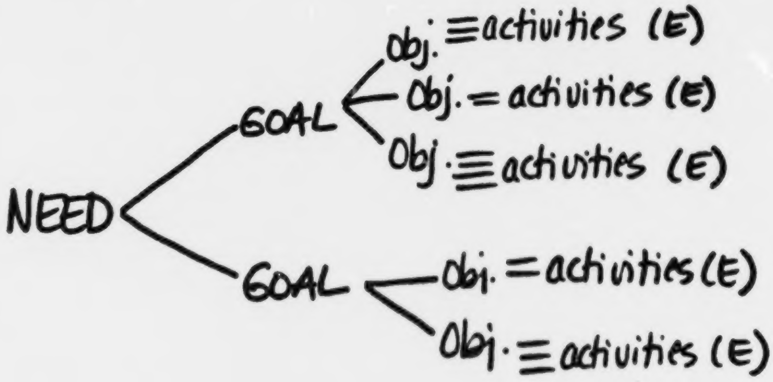


You always start with the need. From the need, you develop your goals and your objectives; remember that your need should be reflected in the goal(s) in some way. Next comes your plan, which is the set of activities you will carry out -- these grow out of the objectives. Then your evaluation is developed from your objectives and activities. Ideally, your evaluation will show that your need has been met, and you will have come full circle. As you develop your objectives and activities, keep checking back as well to make sure they are still related to the goals and to the need.

Another way of graphically representing the relationship between the need, goals, objectives and activities is the following:

NOTES TO TRAINERS

DESCRIBE THE POINT OF THE DESIGN AS YOU DRAW IT ON THE BOARD:



(E=evaluate)

Everything flows from the need. Objectives flow from the goal so that each goal has its own objectives -- here, one goal has two objectives and one has three. Activities flow from objectives so that each objective necessitates a certain number of activities -- here, some objectives have two activities, some have three, some four.

Let's develop a goal and an objective as a group for one need we identified earlier in the workshop.

WRITE ON CHALKBOARD OR NEWSPRINT:

"The problem is that students are not aware of the contributions of women -- especially women of color -- to the history of the U.S."

If you haven't done this type of activity before, practice developing goals and objectives from needs with a small group before you do this in a large workshop. It requires a lot of fast thinking and thorough understanding of goals and objectives since you must critique and mold

(continued next page)

ASK PARTICIPANTS TO STATE THE NEED FOR A PROJECT, AND LEAD THEM IN DEVELOPING A GOAL AND AN OBJECTIVE. IF THEY ARE NOT RESPONSIVE, REMIND THEM THAT THE GOAL SHOULD DIRECTLY REFLECT THE NEED. POSSIBLE GOALS COMING FROM THIS NEED ARE:

1. Goal: To increase high school students' level of knowledge about the contributions of women in the history of the U.S.
2. Goal: To raise high school women's level of awareness about options for their futures.

NOTES TO TRAINERS

participants' verbal contributions in such a way that the end result is a clear goal and objective as well as an understanding of the process of their development.

If you are working with a relatively sophisticated group, and if you are very comfortable working with ideas from the group, go directly to developing a goal and an objective from a need identified by participants.

Participants usually confuse objectives with activities. Keep asking them to state the objectives in terms of what is expected of the learner.

You may have to spend time clarifying what a need is again; try not to get bogged down in this explanation.

POSSIBLE OBJECTIVES COMING FROM THESE GOALS ARE:

1. Objective: 75% of students in the Union High School District who take a semester-long course on women in history will be able to compare, in writing, the contributions of women fifty years ago with the contributions of women today.
2. Objective: A majority of seniors at Alligator High School will be able to verbally describe the ways in which investigating a range of jobs held by women in their city changed their own perceptions of what they could do after leaving high school.

ONCE THE GROUP HAS DEVELOPED A GOAL AND AN OBJECTIVE FOR A NEED YOU IDENTIFIED, ASK PARTICIPANTS FOR A NEED AND GO THROUGH THE PROCESS AGAIN OF ESTABLISHING A GOAL AND AN OBJECTIVE, USING CONTRIBUTIONS FROM THE GROUP.

As I showed earlier on the charts, the activities for your project flow out of your objectives, and are described in the plan of action chapter. The plan of action procedure is the body of your proposal. It describes in detail how you will accomplish your objectives.

One way to make sure that you develop a complete plan of action is to use each objective as a paragraph heading when you begin to describe what you plan to do. Then refer to that paragraph frequently as you write to help keep you on focus. A complete and thoroughly developed plan of action will let the proposal reviewer know that you understand what you are proposing to do.

NOTES TO
TRAINERS

You may prefer to use this information as your own checklist of what should be included in the proposal activities, rather than "lecturing" the group.

Your plan of action will describe what you will do, who's going to do it, what materials you will use, how you will use them, and what you will evaluate and any other information that will help clarify what you are proposing. For example:

- If you are going to be working with participants or clients in your project, describe who they are and how they are going to be selected.
- If you are going to be using existing materials, describe them or the procedures you will use to find them; explain who will be using the materials, how long they will be using them, and how you will assess their effectiveness.
- If you are going to develop materials, describe their format, why the particular format was selected, who will develop them, and provide a tentative outline of the content and sources you will be using to develop them.
- If you are going to be providing services, describe those services, and explain who will provide them, how the provider will be trained, where services will be provided, who the recipients will be and how they will be selected.
- If you are going to be providing training, describe the purpose and content of what the training program will be, how long it will be, who the trainers and trainees will be and how they will be selected.
- You should also include a description of what products or outcomes you expect to have at the end of the project, and how you will share or disseminate the information or products with others. The Women's Educational Equity Act Program has such a strong commitment to dissemination that is has designated its own dissemination agent to distribute (through a contract) all approved WEEAP products. (The agent is the Education Development Center, 55 Chapel Street, Newton, MA 02160.)

Let's spend a few minutes going through the process of how you develop the plan of action using one of the objectives we just worked on as a group.

TAKE ONE OBJECTIVE THE GROUP JUST WORKED ON TOGETHER, AND ASK PEOPLE TO TELL YOU WHAT ACTIVITY(IES) WOULD BE NECESSARY TO MEET THE OBJECTIVE, AND WHAT INFORMATION THEY WOULD NEED TO INCLUDE IN THE ACTIVITY(IES). POSSIBLE ACTIVITIES FOR THE OBJECTIVE OF INCREASING HIGH SCHOOL STUDENTS' LEVEL OF KNOWLEDGE ABOUT THE CONTRIBUTIONS OF WOMEN TO U.S. HISTORY ARE:

NOTES TO
TRAINERS

- Develop a course
- Find a class to use the course
- Find someone to teach the course
- Evaluate the course's effectiveness

ACTIVITIES FOR THE OBJECTIVE OF RAISING HIGH SCHOOL WOMEN'S LEVEL OF AWARENESS ABOUT OPTIONS FOR THEIR FUTURES ARE:

- Locate women in a variety of jobs
- Find a class to work with
- Coordinate student meetings with the women
- Evaluate the program's effectiveness

WHEN YOU FEEL MOST OF THE GROUP IS CLEAR ABOUT HOW TO DEVELOP GOALS AND OBJECTIVES, ASK EACH PERSON TO WRITE ONE GOAL, ONE OBJECTIVE AND ONE ACTIVITY FOR A NEED THEY HAVE IDENTIFIED ON THE WORKSHEET IN THEIR PACKET. CIRCULATE AND CRITIQUE AS MUCH AS POSSIBLE. ALLOW THEM TO WORK WITH A PARTNER IF THEY WANT.

A 15-MINUTE BREAK IS SUGGESTED AT THIS POINT.

Handout X

Goals and Objectives Worksheet

The following worksheet is provided to give you a concrete example of the relationship between a goal (the long-term result of your project) and an objective (the way of achieving that goal). You may want to use the space provided to practice describing project goals and related objectives.

GOALS	OBJECTIVES
To increase the number of people who will have the skills to develop and obtain financial support for projects designed to enhance educational equity for women.	• A minimum of 1000 participants will attend tuition-free grant writing workshops in 20 states between April and July, 1978. OR • 85% of the total participants who attend the grant writing workshops held in 20 states will be able to identify the components of a proposal.
WRITE YOUR OWN GOAL IN THE SPACE BELOW.	WRITE YOUR OWN OBJECTIVE IN THE SPACE BELOW.

The Budget

Purpose: Participants will have an opportunity to become familiar with basic budget terminology, and to learn how to assess whether the budget for their project idea will pay for the resources they will need to complete their project.

Time Required: 90 - 120 minutes

Group Size: Entire group

Materials Needed:

- Chalkboard or newsprint
- Handout XI: High School Curriculum Sheet
- Handout XII (a-i): Budget Sheets
- Transparencies (optional)
- Overhead projector (optional)

Procedural Notes

This session is presented in a way that is designed to help participants understand how to develop the budget from the plan of action. The format is straightforward and allows for clear justification of project expenses. It is, however, only one way to present a budget. Other budget examples are presented in Volume II: The Supplement, one of the three volumes of Developing Successful Proposals in Women's Educational Equity.

The budget categories presented here have been taken from the Budget Section of the Federal Register and are keyed to Part III, Budget Information forms on pp. 98-99 of The Guide. The language used is also the language of the Federal government and eliminates the possibility of misinterpretation by the proposal reader. Each object class category in the sample budget is keyed to the narrative in the lesson plan.

We have found that the most effective way to present the Budget session is to ask participants to follow along with you in their Guide or on the budget sheets in their handouts as you systematically walk them through each budget category, explaining each as you go.

NOTES TO TRAINERS

Although this session is long and is offered in lecture-style, people usually hang on with a minimum of restlessness and a maximum of questions, because the budget is "serious business."

The page numbers of the budget sheets are different in the handouts and in Volume I: The Guide. This lesson plan refers to both page numbers, with The Guide page number listed first. Note too that the budget sheets are arranged in the order in which they are submitted to the funding agency, not in the order in which the proposal-writer develops them. You'll therefore go back and forth on the sheets during this session.

It is important to follow the sequence we have suggested, though, because we've discovered, through trial and error, that this is the most logical, clear way to present this information.

The Budget

The budget is a management plan for a project, expressed in financial terms. It requires a lot of detail, and is time-consuming, but it's not really all that difficult. Whether you are developing a budget for a $15,000 or a $300,000 project, you must still budget adequately, and the process of determining what resources you will need to complete your project is the same. These resources will include staff, travel expenses, consultants, supplies, etc., and whatever else is needed to complete the effort you are describing in the plan of action of your grant application. Your budget will aid reviewers in understanding what you plan to do; if you have written a well-conceived, complete proposal, developing a good, justified budget will not be difficult.

Some General Guidelines

One of the first things to remember about your project is not to underestimate your costs. If you say you're going to do a project that costs $50,000 for only $10,000, most reviewers will recommend that you not be funded because you would not have enough money to complete your project. On the other hand, if you are funded on an underestimated budget, you will have to do less than you proposed, or somehow make up the difference in order to carry out the activities described in your plan of action.

Remember this during budget negotiations. If you are asked to reduce your budget, it is important to reduce only those costs that correspond to reductions in your plan of action or changes in the method or quantity of your work.

Assistance with Budget Details

As you plan your budget, you may seek assistance from people in your Grants Office or Business Office (if you work at a university or foundation) who are experienced in budget preparation. People who have received grants in the past will also be familiar with techniques for preparing grant budgets. (See the annual reports of any funding agency or the Commerce Business Daily to find out who these people are. People on the Resource list may also be able to help.) Cost information for items you plan to purchase can be estimated by asking people who sell these services how much they charge.

NOTES TO TRAINERS

Inflation

As you plan your budget, one way to ensure that you are not underestimating your cost is to include money to cover inflation. Often, budgets are prepared six months to a year before the project starts and are intended to finance a performance period of a year or more. It is wise, therefore, to add an inflation factor to your budget to cover cost increases you will incur during your project. A rate of 5% per year is often used, and a rate of 6.5% to 7% for salaries is used frequently enough to be acceptable.

Justification

Don't pad your budget. Be sure to explain all budget items so that a reviewer can understand how costs were computed and what they are for. Some items that frequently cause questions to be raised are travel and computer costs, fees to subjects, and furniture and equipment costs. The explanation of all these and other items is called justification.

An appropriate justification statement explains what a cost item is (e.g., consultant fees) and how it was calculated (e.g., 5 days @ $100/day). It also prevents you from overlooking cost items you might not remember as you estimate each budget category. A rule of thumb is "When in doubt (that you can justify an item), leave it out."

What to Look for in Your Grant Application Package

The grant application package is used for almost all Federally-funded programs. So if you're looking for funds from the Federal government, you would obtain a grant application from the agency that is funding the work. If you're seeking foundation funds, write to the foundation asking for their guidelines and their grant application package.

Key Information

A. Type of Agreement: The application package will describe exactly what type of agreement is planned. Foundations almost always provide "grants." Federal agencies, however, provide either contracts or grants.

Federal grants are nearly always "cost reimbursement" agreements, i.e., they reimburse you for costs that you incur on the proposed project up to the grant amount. Even if you receive an advance payment for the full grant amount, it is almost always a cost reimbursement contract, and you are required to return any unspent funds.

NOTES TO TRAINERS

B. Eligibility: You need to find out if you fit the eligibility requirements. Grants are sometimes limited to certain types of individuals and/or organizations. Since you don't want to spend time writing a grant for which you are not eligible, look carefully for the eligibility requirements in the grant application package. If you are still unsure about your eligibility, call the "for further information" person listed in your application package for additional information.

C. Period of Performance: The grant application describes the period of performance. For Women's Educational Equity programs, the period of performance is usually one year. Sometimes projects are funded for 18 months or even two years. Look for any unusual requirements that will affect how you budget for your project. For example, you might be required to do a budget for six months, followed by a budget for the next six months. This is known as budgeting by "phases" of work.

D. Availability of Funds: Your application package will indicate the total amount of funds available, the range of grants to be awarded, and the average amount of each grant to be awarded, for each category. For example it might say that for 1979, general grants range from about $35,000 to $175,000 and 30 to 50 will be awarded depending on the scope of the proposed project; small grant awards are not to exceed $25,000 and usually 20 to 30 are awarded.

E. Matching Funds - Cost Sharing: Cost sharing is often required on Department of Health, Education and Welfare (DHEW) grants, and on grants from many other agencies. A volunteer advisory board, and other resources available at no cost to the project, may be used as "in-kind, third-party" cost sharing in many cases. Cost sharing in nominal amounts can be as little as 1% of your total budget request.

Cost sharing is an excellent way for your organization to demonstrate a commitment to the project. Occasionally, agencies may require cash or "hard-match" cost sharing. Since these funds may be beyond your resources, check carefully to see whether offering cash is part of the cost-sharing requirements.

F. Budget Format: The grant application package will include the Federal forms required for your budget. Almost all DHEW grants require a budget on form 608T (See Handout XII-a), Application for Federal Assistance. Foundations will often accept budget forms of your design, unless they require their own form.

NOTES TO
TRAINERS

The Budget format we will be presenting is very straightforward and allows you to justify your cost very clearly. Budget categories were taken from the Budget section of the Federal Register and are keyed to the Federal forms and the budget narrative in your Guide, starting on page 84.

There are two terms you must learn that are important in the budget:

Object Class Category

"Object Class Categories" are the types of expenses you will incur in your project, e.g., salaries, travel, consultants. An Object Class Category will provide you only with lump sum figures for each category.

Line Item

A line item explains, within each Object Class Category, individual items that will be purchased. For example, under salaries, the line item would be personnel for individual job positions, e.g., Project Manager, Project Secretary. The sum total of these items will be the total for that object class category. Each line item is justified by describing what it is and how it was computed.

HAVE PARTICIPANTS TAKE THE HIGH SCHOOL CURRICULUM SUMMARY PLAN OF ACTION, WHICH IS HANDOUT XI AND ALSO APPEARS ON PAGE 70 IN THE GUIDE, AND IDENTIFY (BY UNDERLINING, CIRCLING, ETC.) EACH ITEM THEY THINK WILL COST MONEY.

GIVE PARTICIPANTS ABOUT 10 MINUTES TO DO THIS.

HAVE PARTICIPANTS CALL OUT THE ITEMS THEY HAVE IDENTIFIED THAT COST MONEY AND LIST THEM ON CHALKBOARD/ NEWSPRINT.

If desired, use transparencies of the budget sheets; they are in participant handouts also.

AFTER LISTING THE ITEMS, ASK PARTICIPANTS TO TURN TO THE BUDGET JUSTIFICATION SHEETS IN THEIR HANDOUTS AND FIRST DISCUSS EACH OBJECT CLASS CATEGORY SEQUENTIALLY. THEN CHECK OFF EACH ITEM ON THE BOARD THAT WAS IDENTIFIED BY PARTICIPANTS, AS YOU COME TO THE APPROPRIATE OBJECT CLASS CATEGORY. FOR EXAMPLE, EXPLAIN WHAT ITEMS SHOULD GO IN THE CATEGORY OF "SALARIES," AND THEN CHECK OFF ON THE BOARD ANY STAFF POSITIONS PARTICIPANTS HAVE LISTED - DIRECTOR, SECRETARY, DEVELOPER, ETC.

NOTES TO
TRAINERS

Ask participants to look at p. 101 of the Guide, or Handout XII-e.

Discussion of Individual Object Class Categories

Category (a), Salaries

"Personnal" costs include the salaries of the staff working directly on your project. The budget justification required for personnel costs includes, for each staff member, a position description, a rate per period (hour, day week, etc.), the amount of time to be dedicated to the project, and the total cost of salaries.

REFER TO THE STAFF IDENTIFIED UNDER CATEGORY (a) SALARIES ON YOUR HANDOUT SHEET.

The Status column is significant because of the impact on Fringe Benefits.

E = exempt (from being paid for overtime) - usually indicates professional staff

N = nonexempt (can be paid for overtime) - usually indicates clerical or support staff

T = temporary staff.

A few points to consider when budgeting salaries for your project:

- Have you included enough days for temporary typists and others if they will be needed for crunch times on your project?
- Have you projected salary increases? An inflation factor of 6.5% to 7% is the figure that is frequently used.

Category (b), Fringe Benefits

"Labor overhead" is the term for what most of us know as fringe benefits. Fringe benefit costs include Social Security (FICA), unemployment insurance, worker's compensation insurance, medical insurance, retirement plans, disability insurance, and other payroll taxes. Salary expenses that may be included in fringe benefit costs in some institutions include salaries for vacations, holidays, sick leave, maternity leaves, jury duty, and similar "paid leave" days.

As you can see on the sample budget, benefit rates are usually more for exempt employees than nonexempt employees. Benefit rates for temporary employees are for unemployment insurance. Benefit rates will vary depending upon the type of benefits your organization provides. In this budget example, benefit rates are calculated as a percentage of the total salaries of exempt and nonexempt personnel.

NOTES TO
TRAINERS

Budget justification for fringe benefits is straightforward; you handle them by showing exactly how fringe benefits were calculated as a percentage of salaries.

CHECK OFF FRINGE BENEFITS ON THE BOARD IF THIS CATEGORY WAS LISTED.

Ask participants to refer to p. 102 in the Guide or Handout XII-f.

Category (c), Travel

There are two types of travel: local travel and long-distance travel. The government requires very strong justification for travel expenses so you should be prepared to clearly justify all travel-related expenses.

Long-distance travel for staff only is entered under this object class category (c). (Travel expenses of consultants, trainers, and local travel costs for staff are entered under object class category (h) Other Direct Costs.)

Separately identify, for each trip, the cost of airfare, per diem or subsistence (lodging and meals), and "other costs." Other costs include ground travel, taxicabs, bridge tolls, parking, auto rentals, and similar expenses.

Travel Restrictions. The grant application package will tell you the extent to which travel costs are restricted. Generally, you are required to follow your standard agency policies, or, if you have no policies, to abide by Federal policies. In either case, air travel must be estimated at "coach class" rates.

CHECK OFF LONG-DISTANCE TRAVEL IF IT WAS LISTED ON THE BOARD.

Category (d), Equipment

There is no equipment expense in our sample budget. However, this budget category refers to equipment needed to run your project. "Equipment" includes items that cost $300 or more and that have a useful life of more than one year. (Items that cost less than $300 should be included under budget category (e) Supplies.)

Read the grant application guidelines carefully to determine whether you will be allowed to purchase equipment - generally such expenditures are not allowed, unless it is "special equipment." Enter and justify the cost.

If you cannot purchase equipment, you can rent it and list those costs under budget category (h) Other Direct Costs.

CHECK OFF EQUIPMENT ON THE BOARD IF IT IS LISTED.

NOTES TO
TRAINERS

Ask participants to look at p. 103 in the Guide or Handout XII-g.

Category (e), Supplies

This category includes those materials you must purchase to operate your program. The budget justification sheet should include a description of each item (and if it is unclear, why each is needed).

We have included research materials, publications, purchase of films and data processing cards under Supplies.

This category also includes such items as:

- desk supplies (if not included in Category (j) Indirect Charges)
- books or periodicals that must be purchased
- films to be rented
- computer tapes
- special test materials
- data processing cards.

CHECK OFF SUPPLIES ON BOARD IF THIS CATEGORY WAS LISTED.

Category (f), Contractual

Subcontracts are agreements between your organization and a second organization that pays the second organization (or "subcontractor") to do part of the work in your plan of action. Agreements with individuals to assist you in doing part of the work in your plan of action should be included under the "consultant" category.

Subcontracts require complete explanation on the budget justification sheet. Show the subcontractor's name and the "direct cost" of the contract amount in your budget justification. Following your budget, attach an estimate from your subcontractor on your subcontractor's letterhead. Be sure you have clarified in your plan of action exactly what work the subcontractor will perform.

Category (g), Construction

This category refers specifically to construction grants. It is not appropriate for non-construction projects.

Category (h), Other Direct Costs (Charges)

"Direct Costs" are those costs that are specifically identified with your program. Generally, all the costs discussed above (except object class category (b), Fringe Benefits) are direct costs, because you can identify these costs as being of benefit to your particular program rather than to several programs.

NOTES TO TRAINERS

All direct costs not covered by the other budget categories are included here. Other Direct Costs includes such things as computer charges, consultant fees, consultant travel, all local travel, communications and/or telephone costs, postage, space or equipment rental, printing, etc. Remember to indicate exactly what each item is, what is is for, and how the cost was estimated.

The following items fall within category (h), Other Direct Costs:

1. Consultants: Your justification should include: identification of the consultant (by name, or if that is not possible, by title); the purpose of the consulting work; and the consultant's daily rate and the number of days planned for each consultant.

Consider the funding agency's daily rate limitation (usually $100/day) on the consultant's fees, as well as the possible limit on the number of days per calendar year you may use an individual consultant when planning this budget item. If consultants are to be paid more than the $100/day limitation, permission must be obtained from the project or grants officer.

CHECK OFF CONSULTANTS ON THE BOARD IF CONSULTANTS WERE LISTED AS AN ITEM.

2. Other Personnel Services: This includes payments to individuals other than consultants who are not employees of stipends and honoraria (e.g., substitute teacher fees, temporary clerical help, etc.) and payments to temporary employment firms.

CHECK OFF ANY ITEMS THAT WERE LISTED ON THE BOARD.

3. Travel Expenses: Two types of travel are entered under this budget category; (a) all local travel and transportation, and (b) long-distance travel expenses for consultants and other non-project people.

a. Local Travel: Since local travel usually entails traveling in a private car, reimbursement is on a cost-per-mile basis. Or, an individual who used a rental car could be reimbursed. A sufficient justification for local travel is a list of an approximate number of trips, approximate mileage for each trip at a stated cost per mile, and, if possible, representative destinations (e.g., "school sites," or "recruitment sites").

NOTES TO TRAINERS

Ask participants to look at p. 104 of the Guide or Handout XII-h.

b. Long-Distance Travel: For consultants and other non-project staff, show on the budget justification sheet the cost of airfare, per diem or subsistence, and any "other costs" for each trip.

CHECK OFF ANY LOCAL TRAVEL OR CONSULTANT LONG-DISTANCE TRAVEL ON BOARD IF THESE WERE LISTED.

4. Communications: Includes telephone, postage, and special freight charges. For telephones, consider the following:

- telephone installation expenses
- number of staff members and their telephone habits
- number of long-distance phone calls
- whether you will require special WATS lines (either "800" lines or outgoing lines) because of the geographic location of clients?

The cost of special services and instruments you will need can be estimated by your phone company, but generally they will not estimate your common long-distance and local use charges. Remember that telephone costs can be significant: it is not at all unusual to run a phone bill of $100 to $150 per month per professional employee.

For postage, include the cost of outgoing letter mail as well as heavier shipments, such as workshop materials, supplies to outlying field district offices, etc. You can save dollars if:

- you can get a bulk mail permit to cover most large mailings
- you can mail under a non-profit organization stamp.

CHECK OFF TELEPHONE AND POSTAGE ON THE BOARD IF THESE WERE LISTED.

5. Reprographics: Reprographics (e.g., printing, duplicating, art work, and bindery) should include the printing costs of each publication you will produce. You can get rough quotes on each of these from local printers and from your organization if it has its own inhouse reproduction shop and is able to provide you with estimates.

Remember to include the cost of producing both a preliminary version and a final version of a report or publication. It is usually wise to allow a few extra copies of every document for your own internal archives, for lost copies, and for the inevitable printer's mistakes.

In your budget justification, include a document title ("Preliminary Report"), number of copies and number of pages, any special operations ("binding," "Half-tone pictures," "graphics") and the cost ("3¢ per page" or "$1.57 per report").

NOTES TO TRAINERS

For xerox copies, enter in your budget justification the number of copies you expect to use and the base rental cost per month if you have to rent a machine. You can get cost estimates by contacting local suppliers of photocopy services, or, if you have access to central copy facilities, your own business office.

Look for restrictions on printing in your grant application. Large printing jobs may be required to be printed by the Government Printing Office (over 5,000 copies of one page, or over 2,500 copies regardless of number of pages may require GPO printing).

Audio-visual productions may require approval: allow a minimum of 30-45 days.

6. Other Services: Enter special services which must be purchased by your project. Include such items as:

- mailing service
- computerized mailing lists
- fees paid to participants in workshops, etc.
- janitorial services, answering services, security services, meal services, laundry services and the like
- rental of the building (if not an indirect cost).

Royalties of any size are very seldom encountered on DHEW grants. If, however, you plan to pay royalties for the use of copyrighted products, enter the cost on this line and justify it.

On your budget justification sheet, describe the services, explain why they're necessary, and show the cost and method of computing the cost for each item.

HAVE PARTICIPANTS TURN TO THE BUDGET SUMMARY SHEET AND LOOK AT CATEGORY (j) AT THE BOTTOM.

Refer participants to p. 100 of the Guide or Handout XII-d.

Category (j), Indirect Charges

Indirect charges are those charges that cannot be specifically identified with your project and are therefore not a direct project cost. They include your organization's cost of rent (if it is not a direct cost), accounting and personnel functions, overall management, board of directors, and other similar administrative structures. The indirect charge (also called "general and administrative expense" or "indirect expense") is expressed as a percentage of some "base cost." The "base" is often either direct salaries or total direct costs. Some Federal grants limit "direct charges" to a fixed percentage of costs, especially in training grants. Look carefully for these restrictions.

NOTES TO TRAINERS

If you are a beginning organization, you should have your accountant compute an indirect charge rate based on your budget for the entire year. You may have to justify this rate in cost negotiations on your grant to the grants officer and possibly negotiate it with local Federal officials.

If you organization has previously signed government contracts and/or grants it probably already has a negotiated rate which you can get from your grant or accounting business office. Enter on your HEW 608T form Section B the rate as a percentage and the object class category(ies) to which it applies.

If there is time, ask participants to fill out this sheet on their own by transferring the totals from each object class category. This will involve them in the process, and give them a chance to see if they really understand it.

Budget Summary Sheet

The Budget Summary sheet gives a total summary of each budget class category and the total estimate of your budget. These figures are transferred directly from your budget justification schedules by category.

Category (k), Total Estimated Cost

The total estimated cost is entered on your Budget Summary as the combined totals of line (i) ("Total Direct Charges") and line (j) ("Indirect Charges").

What You Can't Charge To The Government

The cost principles in your grant application package will list a number of items that you may not charge to the government under any circumstances. You will find a list of these items in the Budget section of The Guide (p. 94).

If there is anything that you feel is questionable, a call to the agency's grants officer, in advance, will clarify the government's position on the item. If items are included in your budget that are not allowed, they will be deleted during negotiations.

Refer participants to p. 98 in the Guide or Handout XII-b.

Transferring Information From the Budget Justification Sheets to the Federal Form (608T) Part III Budget Information

Section A - Budget Summary: Begin by listing each function or activity under Column (a), numbers 1, 2, or 3. List the Federal catalog number in Column (b). Columns (c) and (d), "estimated and unobligated funds," do not have entries unless money is left over from a prior year. The total Federal funds you are applying for is entered in Column (e). The cost sharing dollar amount is entered in Column (f). Column (g) is the total of Columns (e) and (f) [and, if used, Columns (c) and (d)].

NOTES TO TRAINERS

Section B - Budget Categories: Enter the detailed budget for the current program year from the Budget Summary sheet. Columns 1, 2, 3, and 4 are used to enter costs for the different functions or activities. Item 6 presents each "object class category " [(a) through (j)] that has been computed in the budget justification worksheets. Totals of all categories are entered in Line (k) for Columns 1, 2, 3, and 4. Each objective category is totaled in Column 5.

For all applications, the total amount in Section B, Column (5), Line (k) should be the same as the total amount shown in Section A, Column (e), line 5. For supplemental grants and budgetary revisions indicated in Columns (1) - (4), the total amounts as shown on Line (k) should be the same as those shown in Section A, Column (e) on Line 5.

Ask participants to refer to p. 99 in the Guide or Handout XII-d.

Section C - Non-Federal Resources: Report cost-sharing in this section.

Section D - Forecasted Cash Needs: Specify how much cash you need and when you need the cash from the Federal government. The total for the first year for "Federal," line 13, should equal your budget for that year. Division between the quarters, however, needn't be absolutely precise.

Section E - Budget Estimates of Federal Funds Needed For Balance of the Project: Indicate how much funding is planned for future years. Column (b), the first succeeding year, is the year after the year covered in the budget justification. Columns (c), (d) and (e) are lump sum budgets for ensuing years; they will be justified in future budget submissions.

Section F - Other Budget Information: Enter a general explanation of costs. Explain that for direct and indirect charges (items 21 and 22), details are included in attached budget justification sheets.

Refer participants to p. 97 in the Guide or Handout XII-a.

Application for Federal Assistance

WALK THROUGH "APPLICATION FOR FEDERAL ASSISTANCE (NON-CONSTRUCTION PROGRAMS), PART I" WITH PARTICIPANTS, GIVING AN EXPLANATION OF HOW TO FILL IN THE FORM.

Make sure that the 608T, or any other form, is signed by an authorized official (most organizations have a special person authorized to sign legal documents). This is important because the government will discard an unauthorized proposal without considering it.

NOTES TO TRAINERS

To summarize, a budget is a way to conceptualize your costs, and to show the government exactly how you estimated those costs and what they are for. Detailed justification sheets may seem like a lot of work (and they are!), but they ensure that you don't forget an item because you rushed through a budget. A good budget amplifies your scope of work and helps you get the funds to do a good job on your project.

A LUNCH BREAK IS SUGGESTED AT THIS POINT.

Handout XI

High School Curriculum
Summary of Plan of Action
Performance Period: October 1 - September 30

Bibliography Search. A special effort will be made to locate resources on Native American, Black, Asian, Chicano, rural, and inner city women. A full-time research assistant will conduct a search for historical, anthropological, and sociological writings, audiotapes, videotapes, and films on women's experiences and struggles which are suitable for high school. All materials gathered will be carefully reviewed and those that are useful will be annotated to aid teacher/student selection of material. This bibliography search and annotation will continue throughout the project. Consultants from diverse cultural backgrounds will assist in annotating the bibliography.

Preliminary Development of the Process. The teaching strategies and student activities will be conceptualized and written by two curriculum developers and the project director during the fall (October-January). This preliminary version will be in the form of a guide for teachers. Activities will be developed and piloted in the fall semester with the assistance of teachers, students and consultants.

Pilot Test. Activities will be piloted over a period of two months in a large ethnically diverse school and in a small suburban/rural ethnically homogeneous school. Project staff will meet with the two teachers every week to plan and receive feedback and will observe 2-3 times each week in each classroom. This pilot phase will result in a thorough revision in preparation for the field test.

Field Test. The purpose of the field test is to determine the effectiveness of the process in a variety of settings with a minimum of assistance from the project staff, and to gain information for the final revision of the Teacher Guide. Six teachers will teach the process in a diversity of locations (urban, rural, ethnically diverse, ethnically homogeneous, white-collar, blue-collar) during the entire spring semester. Meeting as a group once a month with project staff, field test teachers will evaluate the process. In addition, project staff will observe in each classroom weekly. The Guide will be revised during the summer and completed by the end of the project year.

Evaluation. Pre-post instruments will be designed by the project evaluator to measure student growth over a semester's time in the following areas: (1) gains in concrete information about women from their own and others' cultures; (2) ability to diagnose in written profiles of other women the parts played by historical events, cultural beliefs and personal preferences in determining occupational choices; (3) ability to project their own occupational choices, specifying the decisions and behaviors that might be chiefly within their own control and the historical and cultural occurrences that might impede or facilitate their goals. Pre- and post-testing will be done at the beginning and end of the field test.

Final Products. The project staff will prepare: (1) the final version of the Teacher Guide; (2) the completed annotated bibliography; and (3) the summative evaluation report.

Dissemination. The Teacher Guide will be distributed nationally by the Resource Center on Sex Roles in Education (Washington, D.C.) or the Feminist Press (New York).

Handout XII-a

OMB NO. 80-R0186

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY
USOE

ORGANIZATIONAL UNIT

ADMINISTRATIVE OFFICE

STREET ADDRESS - P.O. BOX

CITY STATE ZIP CODE

4. APPLICANT NAME

DEPARTMENT DIVISION

STREET ADDRESS - P.O. BOX
ADDRESS

CITY COUNTY

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT
HIGH SCHOOL CURRICULUM

6. FEDERAL CATALOG NUMBER
15.XXXXX *(From Grant Announcement)*

7. FEDERAL FUNDING REQUESTED
$ 239,317

8. GRANTEE TYPE
____ STATE, ____ COUNTY, ____ CITY, X OTHER *(Specify)*

9. TYPE OF APPLICATION OR REQUEST
X NEW GRANT, ____ CONTINUATION, ____ SUPPLEMENT, ____ OTHER CHANGES *(Specify)*

10. TYPE OF ASSISTANCE
X GRANT, ____ LOAN, ____ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT
(Enter from your analysis)

12. CONGRESSIONAL DISTRICT
a. *(Call local office of*
b. *Congressional Representative)*

13. LENGTH OF PROJECT
12 months

14. BEGINNING DATE
October 1, 197X

15. DATE OF APPLICATION
(Enter mailing date)

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME
AUTHORIZED OFFICAL

TITLE

SIGNATURE OF AUTHORIZED REPRESENTATIVE
MUST BE SIGNED

TELEPHONE NUMBER

AREA CODE	NUMBER	EXTENSION
XXX	XXXXXXXX	

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HEW GCAT

OMB APPROVAL NO 0218

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1. HIGH SCHOOL CURRICULUM	XX.XXX	$ no entries left over year.	$ unless from prior	$ 239,317	$ 10,000	$ 249,317
2.				Total applying for	Total cost sharing	
3.						
4.						
5. TOTALS		$	$	$ 239,317	$ 10,000	$ 249,317

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY				TOTAL (5)
	(1) HIGH SCHOOL CURRICULUM	(2)	(3)	(4)	
a. PERSONNEL	$ 108,430	$	$	$	$ 108,430
b. FRINGE BENEFITS	39,524				39,524
c. TRAVEL	1,116				1,116
d. EQUIPMENT					
e. SUPPLIES	3,040				3,040
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER	29,191				29,191
i. TOTAL DIRECT CHARGES	181,301				181,301
j. INDIRECT CHARGES	58,016				58,016
k. TOTALS	$ 239,317	$	$	$	$ 239,317
7. PROGRAM INCOME	$	$	$	$	$

Same Totals

HEW-608T

OMB APPROVAL NO 0218

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
8. HIGH SCHOOL CURRICULUM	$	$	$ 10,000	$ 10,000
9.				
10.				
11.				
12. TOTALS	$	$ -0-	$ 10,000	$ 10,000

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
13. FEDERAL	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898
14. NON-FEDERAL					
15. TOTALS	$ 239,317	$ 47,863	$ 77,778	$ 77,778	$ 35,898

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
16.	$ 255,000	$ 275,000	$ 325,000	$ 380,000
17. Rough "lump sum" figure				
18.				
19.				
20. TOTALS	$ 255,000	$ 275,000	$ 325,000	$ 380,000

SECTION F - OTHER BUDGET INFORMATION *(attach additional sheets if necessary)*

21. DIRECT CHARGES:

See Budget Justification for Details

22. INDIRECT CHARGES:

See Budget Justification for Details

23. REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

HEW-608T

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
[illegible] FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page of

Title

Period: From ***through***

HEW 608-T	SUMMARY			TOTAL COSTS $ ▽
a.	SALARIES *(Personnel)*			
b.	FRINGE BENEFITS			
c.	TRAVEL			
d.	EQUIPMENT			
e.	SUPPLIES			
f.	CONTRACTUAL			
h.	OTHER DIRECT COSTS	*(1) Consultants*	$	
		(2) Other Personnel Services		
		(3) Travel Expenses		
		(4) Communications		
		(5) Reprographics		
		(6) Other Services		
		(7) Occupancy Costs		
		(8)		
		Total Other Direct Costs		
i.	TOTAL DIRECT COSTS			
j.	INDIRECT CHARGES			
k.	TOTAL ESTIMATED COSTS			

1029

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3034 (5/23/78)

Date Prepared:

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 2 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	STAFF SALARIES & BENEFITS	STATUS	RATE PER DAY $	TOTAL DAYS	TOTAL COSTS $
a	SALARIES ⁚⁚				
	Personnel				
	Project Director	E	87	220	19,140
	Project Evaluator	E	73	220	16,060
	Research Assistant	E	61	220	13,420
	Administrative Assistant	E	73	220	16,060
	Field Specialist	E	61	220	13,420
	Field Specialist	E	61	220	13,420
	Secretary	N	47	220	10,340
	Curriculum Developer	T	73	90	6,570
	TOTAL STAFF EFFORT & SALARIES			1630	108,430

FRINGE BENEFITS ⁚⁚			
Exempt Employees (E)	40.00% *of $*	91,520	36,610
Nonexempt Employees (N)	25.00% *of $*	10,340	2,585
Temporary Employees (T)	5.00% *of $*	6,570	329
TOTAL FRINGE BENEFITS			39,524
1030	TOTAL STAFF COSTS		147,954

3030 (5/23/78) ⁚⁚ SEE NOTES TO BUDGET JUSTIFICATION *Date Prepared:*

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT 1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103	BUDGET JUSTIFICATION	FWL I.D. *Page* 3 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

C TRAVEL *(See Notes to Budget Justification for travel expense policies, rates, and allowances.)*	*Airfare* *$*	*Other Costs* *$*	*Subsistence* *$*	TOTAL COSTS $ ▽
Long-Distance Staff Travel				
S.F. to Washington, D.C. - 2 trips 4 days total	900	40	176	1,116

1031

3031 (5/23/78)

Date Prepared:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page 4 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
e. Supplies & Materials: *(Description & cost or method of computing costs)*	
Research materials, publications, etc., 100 items & $7.50 average	750
Film Purchase - 10 films @ $225/film	2,250
Data Processing Cards - 5,000 @ $8/1,000	40
TOTAL SUPPLIES & MATERIALS	3,040
h. Other Direct Costs	
1. Consultants: *(Consultant's name and function, days & rate -- separate entries for each rate)*	
Material Evaluators - 10 @ 5 days each @ $100/day	5,000
Curriculum Developers - 5 @ 3 days each @ $100/day	1,500
Honorarium for Teacher Feedback - 10 @ $25	250
Field test teacher honorarium - 6 @ $100	600
TOTAL CONSULTANTS	7,350
2. Other Personnel Services:	
Substitute Teacher Fee - 10 teachers @ 8 days each @ $33/day	2,640
Stipend for Student Feedback - 50 @ $5	250
TOTAL OTHER PERSONNEL SERVICES	2,890
3. Travel: *(Local Staff Travel and Consultant Travel)*	
160 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	1,440
420 trips, 50 miles per trip @ 18¢ per mile (1 trip/week/classroom for 6 months)	3,780
36 trips, 20 miles per trip @ 18¢ per mile (1 trip/month/classroom for 6 months)	130
50 trips, 20 miles per trip @ 18¢ per mile	180
TOTAL TRAVEL EXPENSES	5,530

3032 (5/23/78)

Date Prepared:

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO CALIFORNIA 94103

BUDGET JUSTIFICATION

FWL I.D.

Page 5 *of* 5

Title HIGH SCHOOL CURRICULUM

Period: From 10/1/7X *through* 9/30/7X

	TOTAL COSTS $
4. Communications: *(Telephone $ amounts plus any special freight or postage items)*	
Base telephone rate & toll charges $100/FTE/month X 12 months	8,880
Postage 5 items/day @ 13¢	170
Pilot & Field Test Guides - 50 of each version @ $3.75 ea.	375
TOTAL COMMUNICATIONS	9,425
5. Reprographics: *(List each publication separately, stating number of pages, number of copies, and any special bindery)*	
Bibliography I - 100 copies of 50 pages @ 3.0¢/page	150
Bibliography II - 100 copies of 50 pages @ 3.0¢/page	150
Guide, Pilot Test - 50 copies of 200 pages @ 3.0¢/page	300
Guide, Field Test - 50 copies of 175 pages @ 3.0¢/page	263
Guide, Final - 250 copies of 175 pages @ 3.0¢/page	1,313
Test, Fre - 200 copies of 10 pages @ 3.0¢/page	60
Test, Post - 200 copies of 10 pages @ 3.0¢/page	60
Evaluation Report - 50 copies of 100 pages @ 3.0¢/page	150
Copying: *(Enter number of copies and cost per copy if meter charged and base rental cost per month if a machine rental must be paid)*	
15,000 copies @ 4.5¢/copy	675
TOTAL REPROGRAPHICS	3,121
6. Other Services:	
Computer time - 1 hour @ $375/hour	375
Telecopier rental - $50/month for 10 months	500
TOTAL OTHER SERVICES	875

3032 (5/23/78)

Date Prepared:

The Evaluation Plan

Purpose:	Participants will learn to describe the elements that must be included in the proposal evaluation plan.
Time Required:	30 minutes
Group Size:	Entire group
Materials Needed:	• Handout XIII: the Evaluation chart • Chalkboard or newsprint

NOTES TO TRAINERS

It is crucial to separate teaching how to develop the proposal evaluation plan and teaching people how to evaluate. Don't be lured into answering questions about data analysis or instrumentation. These sessions should focus only on the information that should be included in the evaluation plan.

The evaluation plan

The purpose of the large group evaluation session is to:

- provide you with information that will clarify what evaluation is and why it's used
- provide you with the areas of concern you will need to address when writing your evaluation section.

Everyone has experience in evaluation whether we label it that or not ... because to make everyday decisions we need to evaluate a variety of factors. For example,

1. When your alarm goes off in the morning and you don't want to get up ... just yet, you must consider and evaluate the variables: what needs to be done vs. 15 minutes more in bed.
2. When your car breaks down, you have to evaluate the cost of repairs, the age of the car, whether it would be better to buy a new one and make car payments or pay for continuing repair bills.
3. With a project you do the same type of weighing and evaluating of the facts:
   a. you check the timeline to see if you're where you're supposed to be
   b. you monitor budget expenditures
   c. you note how well staff is working together, etc.

Evaluation is a very integral component of your proposal. A thorough evaluation section will:

- give your project credibility in the eyes of a proposal reviewer
- provide you with the means to make sure you're doing what you said you would do when you're funded.

What do you think of when someone says "evaluation?"

If you give a definition of evaluation here, participants may argue with you in favor of their own definitions. If possible, therefore, use the ideas they have listed to arrive at a definition of evaluation that is acceptable to the group.

WRITE KEY WORDS AND/OR PHRASES ON THE BOARD. AFTER PARTICIPANTS HAVE CONTRIBUTED THEIR IDEAS, RESHAPE PARTICIPANTS' IDEAS INTO A DEFINITION OF EVALUATION.

Your proposal should describe two types of evaluation: formative and summative.

Formative - is the evaluation that goes on while you're forming the project. It's the ongoing evaluation that makes sure things are going as they should on a week-to-week, month-to-month basis so that the final objectives can be met. It is also used as a way to revise and improve the project while it is in progress.

NOTES TO TRAINERS

Methods of conducting formative evaluation include monitoring your timelines, asking for feedback from participants, evaluating progress in staff meetings, etc.

Summative - is the evaluation you do when your project is completed ... the summation. This evaluation will assess whether you did what you said you would do, and how well you did it. You can compare your results against a given set of criteria, or a similar project. Summative evaluation is likely to require you to do more formal data collection and interpretation of results than any other testing you will do.

One way to explain the difference between formative and summative evaluation is to use a "baking" example: While the cake is baking, you continuously monitor it to see if it's rising properly, to note whether it's browning or burning, etc. -- that's formative evaluation. To tell if the cake is good or not you would, of course, taste it after it's done -- that's summative evaluation.

Some people object to this example. If you feel the participants in your workshop will not like it, use another illustration.

Now that you have an idea of what evaluation means and the two types used in program evaluation, let's go on to the most critical part of this session: How to write the evaluation section of your proposal.

HAVE PARTICIPANTS TURN TO HANDOUT XIII: Contents of a Proposal Evaluation Plan.

In the evaluation plan of your proposal, include the following information:

Column I: What is to be evaluated: State clearly what you plan to evaluate: objectives, the activities that will have to be carried out to accomplish objectives, and/or the product that will result.

Column II: How it will be evaluated: How do you plan on evaluating objectives, activities and/or products?

a. Discuss the kind of information you plan to collect and how you plan to collect it.
b. Will you use different or multiple ways to evaluate your project?
c. Describe how data will be analyzed/interpreted and reported.

Column III: When evaluation will be conducted: It is a good idea to include a time table. You can include evaluation information in the timeline you develop for the entire project. This might be information on when you develop instruments, pilot test instruments, code your data, analyze and report results, etc.

NOTES TO TRAINERS

Column IV: Who will conduct the evaluation:

a. Internal: an internal evaluator is a member of the staff who has knowledge and experience in evaluation.

   Advantages: has intimate knowledge of project, knows staff, and is on site.

b. External: an external evaluator is someone who is an outside consultant who is experienced in evaluation.

   Advantages: objectivity, ability to observe total picture from outsider's view, can be called on as needed.

It is important to involve the evaluator from the beginning or you might lose valuable data.

Column V: How will your results be used:

a. State how results of formative evaluation will be used:
   1. How will you communicate results to staff?
   2. If you are off-target, how will you resolve discrepancies?
   3. How are you going to use feedback to improve or change activities? Corrections and improvements are critical whether formal or informal.

b. State to whom the final (summative) evaluation results will go: program staff, people served by the program and funding agency, etc.

c. What form will be used to communicate results, e.g., evaluation report, final report, meetings, newsletters, etc.

d. What will be done, if anything, with recommendations you make for further work?

Column VI: How much will the evaluation cost: You do not have to address the cost of these items in the evaluation section of your proposal, but here are some items you may consider:

- salary for evaluator
- printing costs: questionnaires, reports, etc.
- mailing costs
- local travel for data collection
- personnel for data collection
- fees for tests, if tests are purchased
- computer and keypunch fees
- salary for people to code by hand.

Cost-effectiveness is one criterion to keep in mind as you plan your evaluation.

Handout XIII

Contents of A Proposal Evaluation Plan

I WHAT is to be evaluated	II HOW it will be evaluated	III WHEN evaluation will be conducted	IV WHO will conduct evaluation	V HOW will results be used	VI HOW much will it cost
Objectives ● Implementation ● Activities/ process ● Products/ impact See also funding source requirements	Discuss type of information you plan to collect and how you plan to collect it. Identify different or multiple ways to evaluate Look at cost effectiveness Discuss what existing data is available Describe what additional data will be needed How will data be analyzed, interpreted and reported	Include time table for conducting evaluation activities	Specify whether an internal or external evaluator (staff or consultant) or both are to be used	Identify audience who will receive evaluation How will formative and summative results be communicated to staff, to people served by the program, to the funding agency, i.e., final report, evaluation report, etc.	Salary for evaluator; printing of forms; local travel; administering of tests; personnel to collect data; cost of test instruments; computer and keypunch costs; salary for people to code by hand, etc.

Methods of Evaluation

Purposes:	Participants will list advice about evaluation, based on their own personal and project experience so that they can take credit for knowing something about evaluation. Participants will have a chance to brainstorm ways to evaluate an objective in order to "demystify" evaluation.
Time Required:	60 minutes
Group Size:	10-30 people
Materials Needed:	Chalkboard or newsprint

NOTES TO
TRAINERS

Methods of evaluation

DIVIDE THE GROUP INTO CLUSTERS OF TEN TO 30 PEOPLE.

The purpose of the small group evaluation session is to give you an opportunity to discuss and practice ways of developing methods to evaluate objectives.

Take some time to think about your experiences with evaluation. These experiences can either be personal or project-related. They can be positive or negative. Once you've collected some thoughts and ideas on this subject, choose a partner and share your experiences. I want you and your partner to come up with one tip or piece of advice about evaluation that you'd want to give to someone else.

Encouraging participants to give the rest of the group some advice about evaluation shows everyone that they know more then they thought they did about evaluation and also usually results in a variety of very good information being passed along.

ALLOW ABOUT 10 MINUTES FOR THIS SHARING. AFTER 10 MINUTES, ASK EACH PAIR TO SHARE ONE OF THEIR TIPS WITH THE GROUP. WRITE THESE ON THE BOARD AND RELATE THEM TO PROJECT EVALUATION.

As you can see, there are many common things that we have all experienced and learned while doing evaluation. Yet, the personal situations and project experiences you were thinking about were probably all unique.

When developing the evaluation section of your proposal, keep this in mind, because your methods of evaluation should be based on the individual circumstances of your agency or group: your needs, staffing, capabilities, etc. Try also to incorporate the positive and negative ideas, and the experiences and tips that we've just discussed as guidelines to what works and what doesn't.

An effective way of using these guidelines to fit your situation is to get your staff together and brainstorm on evaluation methods.

For example, how could you evaluate the effectiveness of this workshop?

LIST ALL THE IDEAS THAT PARTICIPANTS COME UP WITH.

Once you've listed every evaluation method you can possibly think of, look at each method to see if it's feasible in terms of time, people, and budget, and that it measures what you want to measure.

LOOK AT THE LIST OF ITEMS AND ASK PARTICIPANTS TO CHOOSE THE ONES THAT WOULD MEET THE CRITERIA OF FEASIBILITY AND APPROPRIATENESS. OR, GO DOWN THE LIST YOURSELF AND TELL YOUR REASONS FOR CHOOSING OR REJECTING EACH ITEM.

NOTES TO TRAINERS

You could also use an objective developed in the previous Goals and Objectives session.

If you think participants are knowledgeable enough, go through this exercise with only one example and have participants spend the remainder of the session developing evaluation methods for their own project objectives.

By brainstorming, participants will see that developing an evaluation plan can be both creative and relatively easy.

What methods could you use to evaluate whether you have met this objective: 75% of students in the Union High School District who take a semester-long course on women in history will be able to compare in writing the contributions of women 50 years ago with the contributions of women today.

DO THE SAME EXERCISE, USING A SPECIFIC OBJECTIVE.

On your own, use brainstorming to generate methods for evaluating your project's objectives, and then use the criteria of feasibility and appropriateness to select one or two of those methods.

There is a book that may help you in your evaluation, once you've decided on the best methods for your project. American Institutes for Research has been funded by WEEAP to produce a Sourcebook on instruments that measure such characteristics as attitudes toward sex roles and sexism, equity in counseling, sex stereotyping behaviors, career interests and plans, leadership opportunities and abilities, changes in self-concepts and institutional change. The goal of the project is to promote more comprehensive evaluations of projects in all areas of educational equity for women. The Sourcebook is listed on your Resource Handout sheet.

A 15-MINUTE BREAK IS SUGGESTED AT THIS POINT.

The Management Plan

Purpose: Participants will learn to describe the elements of a proposal management plan, including a timeline, an organization chart, and a job description.

Time Required: 45 minutes

Group Size: Entire group. This session could also be conducted in small groups of 10-30, which would require the involvement of all the workshop trainers but would also allow for more group interaction and questions.

Materials Needed:

- Chalkboard or newsprint
- Transparencies: Job Description (optional)
  Organization Chart
  Time Line
- Overhead projector (optional)

NOTES TO
TRAINERS

The management plan

The management plan tells who is going to do everything you promised, and the ways in which these people will work together. It's helpful to break down the management plan into four sections: staffing, organizational information, time schedule, and institutional capability.

WRITE "STAFFING, ORGANIZATION, TIME SCHEDULE, INSTITUTIONAL CAPABILITY" ON CHALKBOARD OR NEWSPRINT.

Staffing

List and describe the positions needed to accomplish your plan of action or scope of work. If you know who will fill a position, give the name and relevant experience of that staff member, and describe what his or her responsibilities will be. Include the vitae of those people in the appendix of the proposal. Remember that volunteer experience is just as important as paid experience, and experience itself is as important as school degrees. The exception might be on a research proposal. Vitae should be written to reflect the work being proposed. Many women's resource centers will help you write your vita and match your experience to job categories. If you do not have someone in mind for a position, describe the duties and responsibilities the position will entail. (There are some sample job descriptions in the Guide on page 77.) State the amount of time (half-time, quarter-time, full-time) each person will spend on the project. As you are planning your staff, try to choose people who will complement each others' skills, strengths and weaknesses so you end up with a strong team. If you know who you will use for consultants, list them in the staffing section. If you plan to have an Advisory Board, list the people or types of people you plan to have on the Advisory Board in the Staffing section too.

Here's an example of a job description and responsibilities from the staffing section of the High School Curriculum grant.

PUT THE JOB DESCRIPTION ON THE OVERHEAD PROJECTOR.

Organization

In this section, describe your management structure by explaining what the lines of authority and responsibility are on your project. A chart is the easiest way to convey this information (one example is in the Guide on pg. 79), but you should also describe in writing how you plan to organize the project. Include a description of how your

NOTES TO TRAINERS

Participants in many workshops have asked for fuller discussion of the pros and cons of the group consensus model of management.

staff will work together: how communication lines will be kept open, how differences will be settled, how decisions will be made, etc.

There are many possible ways to organize your project, from the traditional hierarchical model with one person in charge and the lines of authority going down from there, to the consensus model where all decisions are made by the entire group. The section of your Guide "Making the Project Work" describes in some detail the advantages and disadvantages of various models of project organization. One thing to keep in mind, however, is that a funding agency will always want to know who is accountable for the project so you will need to designate one person on paper as having ultimate responsibility for the way the money is spent on the project. If you choose a group consensus model, understand that it is not always popular with funding agencies, so be sure to say why this model is the best way to run your project, and how you plan to make sure it is successful.

Here's a hierarchical organization chart from the High School Curriculum project.

PUT THE ORGANIZATION CHART ON THE OVERHEAD PROJECTOR.

Time Schedule

In this section, list all your activities and when they'll take place and for how long. The level of detail of your timeline will depend on the requirements of the funding agency; for example, the RFP for this project specified the completion for each activity.

When you plan your timeline, allow for circumstances beyond your control, such as delays in printing or data collection or mailings. If possible, allow yourself a 10% cushion of time. Remember also that the starting date of the project can change depending on the length of the proposal review and negotiation process -- this is particularly important to keep in mind if your work is dependent on the school year. And remember to include time for interviewing and hiring at the beginning -- this can be very time-consuming.

A well-thought-out, well-organized timeline shows the funding agency that you're approaching your task in a realistic and specific manner. If your initial planning is well-thought-out, you'll refer to your timeline through your project, revising it as necessary.

PUT THE TIMELINE ON THE OVERHEAD PROJECTOR.

NOTES TO
TRAINERS

Institutional Capability

Some funding sources ask for extensive information on the qualifications and facilities your organization can offer to ensure the success of your project. These qualifications might include computer facilities, accounting procedures, library or easy access to a library, a good relationship with the community, a good affirmative action program, geographic location, experience in the type of project you are proposing, experience of other staff members in the organization who can be called in to help on your project.

If you are a new or a small organization, or an individual, write about your ease of access to the facilities you need. You could describe your office facilities, its geographic location, where you will get printing done, what libraries you have access to, and so on. Letters of support from organizations that attest to your stability as well as expertise can be used in this section as well. Basically, you need to convince the funding agency that your organization is stable and has the resources to successfully complete the work you are proposing.

For the High School Curriculum project, I would list people in my organization who could consult with the project, describe our access to libraries and film collections, describe a computer facility that could be used for data analysis, show that our geographic location would ensure a good field test, and would describe other curricula that had been developed at the organization to show our experience in that kind of work. The Women's Educational Equity Act Program stresses prior experience in women's educational equity by the agency as well as by the proposed project staff, so I would describe all other projects that related to equity that the staff or the organization had handled.

When you have your plan of action outlined, start on your management plan by listing the staff you think you'll need to carry out the activities; make sure you have someone to do everything you said you will do, and that one person isn't working 150% time to do it all, or another person has only 15% of her time used when you have written her in for full-time. Balance the strengths and weaknesses of your staff, including your own strengths and weaknesses. Then when you've decided on staff, or jobs, begin to figure out how people will work together. You should develop your timeline as you write your plan of action, so that you don't plan to do ten activities in one month and then have nothing to do for three months.

Transparency

Anna Valerian, Curriculum Developer (50% time)

Ms. Valerian is the director of the Women's Studies Program in the Groveland School District. In the four years since Ms. Valerian first created this program, she has been responsible for the development of teacher training techniques and curriculum units at all grade levels. Three of the units Ms. Valerian has developed are Asian Women in America, Black Women Poets and Diversity in Families. These and other units are available to school districts throughout the U.S.

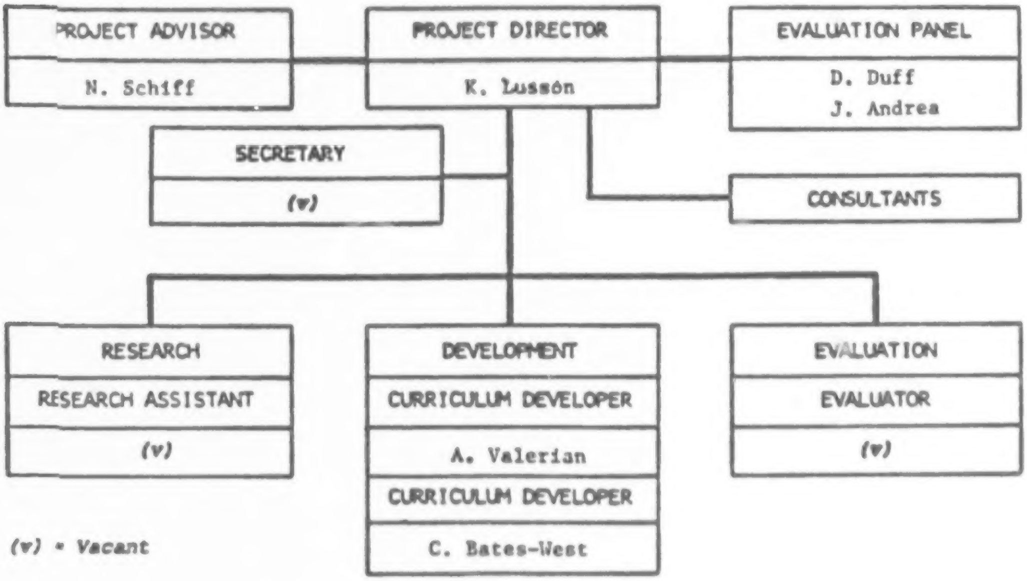
Ms. Valerian, who has fifteen years of experience as a high school teacher in history, social studies and the humanities, was formerly director of the first experimental school in the Groveland school system, and is a workshop instructor with Project Advance at the University of San Francisco. She has extensive experience with multicultural agencies, and has an MA in history.

Ms. Valerian's responsibilities will be to

- develop a preliminary version of the Teacher Guide, in conjunction with teachers and consultants;
- observe the use of the Teacher Guide in pilot and field test classrooms;
- revise the Teacher Guide using information from classroom observations, teachers and students;
- develop the final version of the Teacher Guide.

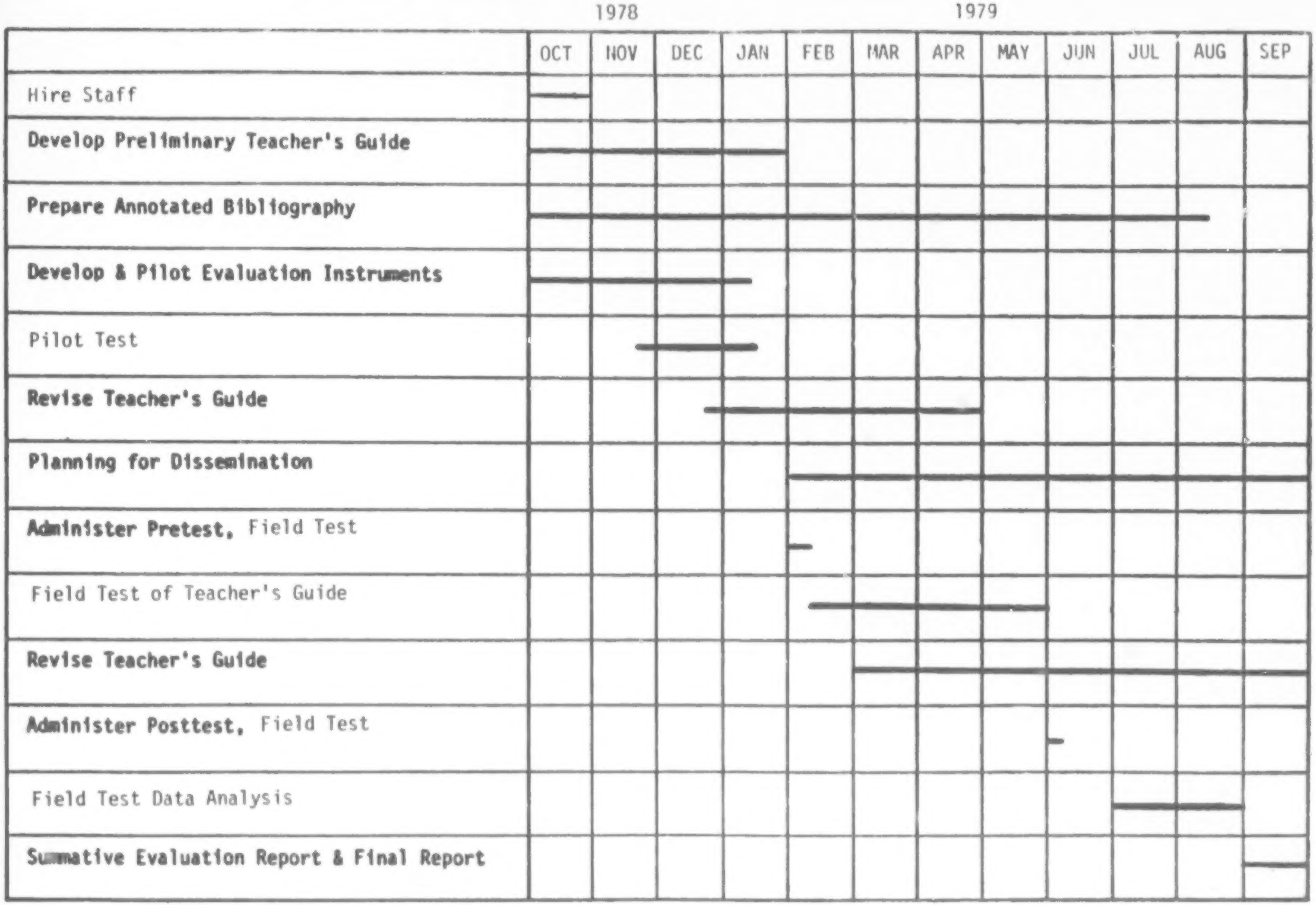
Transparency

ORGANIZATION CHART (Hierarchical Model)



BEST COPY AVAILABLE

HIGH SCHOOL CURRICULUM TIME LINE



Transparency

The Post-Writing Phase

Purposes: Participants will review the steps for proposal submission.

Participants will learn proposal review and negotiation procedures for Federal and private funding agencies.

Time Required: 15 minutes

Group Size: Entire group

Materials Needed: Handout XIV: Post-Writing Checklist

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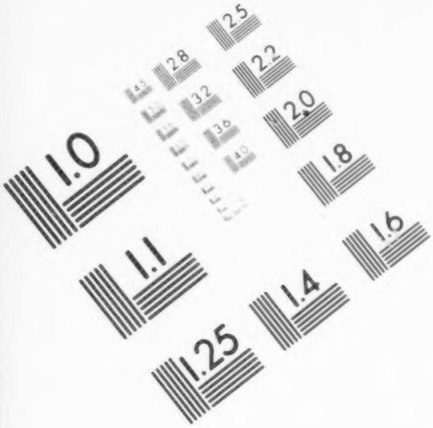

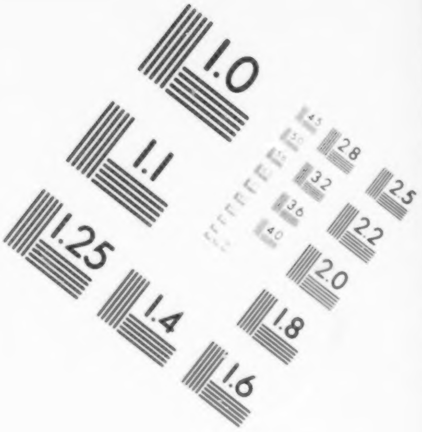

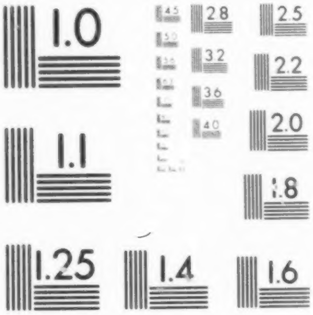

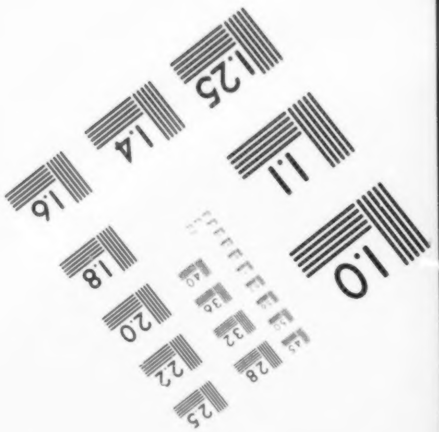

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NOTES TO TRAINERS

You may want to remind participants that this is the last session and that it serves as a wrap-up for the entire workshop.

Sample official forms and assurances are on pp. 201-220 of Developing Successful Proposals in Women's Educational Equity, Volume II: The Supplement.

The post-writing phase

Now that you know the steps involved in writing your proposal, here are a few tips on pulling the proposal together.

Get two or three other people to read your proposal to see if what you have written is clear. If there are specific areas where you would like feedback, indicate to the readers what those areas are so that they can read them more critically.

The A-95 proposal review process is a state clearinghouse review that a proposal may be required to go through, if it will have an impact on local government. Most grants for planning under health, law enforcement, community action, economic development, housing, urban renewal, and many social service programs require A-95 review.

Grant seekers should not be concerned about which federal programs require clearinghouse review. This information will be provided when the application packet is sent from the government department. Remember, too, that clearinghouses cannot approve or disapprove grants; their function is to review for coordination only.

Every state has a clearinghouse. There are about 590 state and areawide clearinghouses throughout the country. Most clearinghouses are made up of Councils of Governments or Regional Planning Councils. (For a complete list of every clearinghouse, write the National Association of Regional Councils, 1700 K Street, N.W., Washington, D.C. 20006.)

(Description taken from the Twelfth Edition of the Annual Register of Grant Support, Marquis Academic Media, Chicago, 1978-79, pp. xiv-xv.)

After you've received feedback, and have incorporated what you feel is appropriate, go back over your proposal using the Post-Writing Checklist in your handouts and the scoring criteria from your funding agency to make sure you've included everything and covered all your bases. Edit, type, and proofread. And don't forget your page numbers.

Get approval from your organization--in some places, such as universities and school districts, many signatures are required, so leave yourself enough time to get them.

Fill out the official and assurances forms (which will be part of your grant application package). Official forms cover a variety of topics, some of which are legal formalities, such as compliance forms. Some Federal agencies require the entire proposal to be typed on specific forms. You should carefully read the instructions provided by the funding agency regarding which forms are to accompany your application and which

NOTES TO TRAINERS

ones are to be submitted with the proposal itself. Make sure that all official forms that apply to your own situation are submitted with your grant application. Instructions on how to complete for forms should be carefully followed.

Be sure, also, that you've sent the correct number of proposals requested. The cover sheet of one proposal must have the original signature of an authorized official of your agency or organization.

Send or take your proposal to the right address in time for the deadline (which is 4:00 p.m. on whatever the due date is for Federal agencies). Check to see the date by which your proposal must be postmarked if you mail it--if it is postmarked in time it will be considered even if it is delivered late. Otherwise, for Federal proposals, a missed deadline means automatic rejection. You can also arrange to have someone hand-carry your proposal to the funding agency, but remember that addresses for mailed proposals and addresses for hand-carried proposals are different.

The time of decision varies -- it can be anywhere from two weeks to several months.

Each grant application to a Federal agency is reviewed by a panel of three readers. For WEEAP, readers are identified around the country on the basis of pre-established criteria, such as knowledge and experience in the area of women's educational equity, and in the substantive areas identified by the program. WEEAP tries for geographic diversity, representation of all levels of education, and representation in terms of sex, race, and ethnicity. The panels rate each application according to criteria in the WEEAP regulations, and then the WEEA Program Staff rank-orders them. If your proposal is ranked high by the WEEA Program Staff, then there is a period of negotiation, which consists of several rounds of questions. They may ask you to respond in writing to the questions. Usually they will ask you to reduce your budget. Take a critical look at your plan of action and budget to see what and where you can make budget cuts rationally. This will help you decide if you can still do the work for less money.

If you haven't had any negotiating experience, ask someone who has to listen on a telephone extension so you have someone to corroborate what you heard. Or, ask the experienced person to talk for you while you listen to make sure the information and figures are accurate.

When all negotiations are complete, you (or an official of your organization) will sign a contract. Read all of the contract to find out what your limitations are, what reports are required, etc.

NOTES TO TRAINERS

If your application is rejected, you may want to resubmit it to another agency after you rework it to conform to the new agency's rules and regulations. You may legally get reviewer comments after a certain length of time if you ask. It's important to get reviewer comments to find out why the proposal was rejected. By law, Federal agencies must return unfunded proposals and destroy extra copies.

ANSWER QUESTIONS FROM PEOPLE ABOUT ANYTHING THAT WAS COVERED IN THE ENTIRE WORKSHOP.

Handout XIV

POST-WRITING CHECKLIST

1. _____ Have you identified what the needs are and who will benefit?
2. _____ Did the assessment of needs involve those who are both directly and indirectly affected?
3. _____ Have you cited sufficient evidence to support your request?
4. _____ Have you set realistic goals?
5. _____ Have you defined your problem clearly?
6. _____ Have you determined the best solution by examining possible alternatives?
7. _____ Have you included a plan for evaluating whether you have achieved your objectives?
8. _____ Does your proposal stick to the point and not contain extraneous material?
9. _____ Have you answered the questions what, why, when, and by whom in your proposal?
10. _____ Have you checked spelling, grammatical usage, neatness of appearance?
11. _____ Have you included all necessary documents to support your case?
12. _____ Have you provided information to support the credibility of your organization or yourself?
13. _____ Have you suggested how the program will continue after the grant runs out?
14. _____ Have you addressed all the points listed in the funding agency's evaluation criteria?
15. _____ Have the appropriate people in your organization signed the proposal?
16. _____ Have you made the correct number of copies?
17. _____ Have you made sure you are mailing your proposal on time and to the correct address?

(Adapted from U.S. Department of Labor, Women's Bureau, "Tips That Make Cents in Proposal Writing," 1975.)

REGIONAL TRAINERS

Lilly Aguilar (1978-79, 1979-80)
Janet Cheatham Bell (1977-78)
Sandra Bromfield (1978-79, 1979-80)
Edna Brown (1977-78, 1978-79, 1979-80)
Alice Cardona (1978-79)
Sue Costello (1978-79, 1979-80)
Margaret Denton (1977-78)
Nancy Dittman (1977-78)
Janet Douglass (1977-78, 1978-79, 1979-80)
Beth Ducolon (1978-79, 1979-80)
Iris Ewing (1977-78)
Martha Fair (1977-78, 1978-79, 1979-80)
Anne Floden (1979-80)
Queen Fowler (1978-79, 1979-80)
Gloria Golden (1977-78)
Barbara Greadington (1977-78)
Nancy Hanson (1977-78)
Murray Hardesty (1977-78)
Alison Hughes (1977-78)
Barbara Hutchison (1977-78, 1979-80)
Fred Jefferson (1977-78)
Lois Jones (1977-78)
Ramona Jones (1978-79)
Elizabeth Kayate (1977-78)
Missy Kelley (1977-78)
Robert Kellman (1977-78)
Elizabeth Koontz (1977-78)
Gloria Kumagai (1979-80)
Twila C. Liggett (1978-79, 1979-80)
Rebecca Lubetkin (1979-80)
Virgie Madison (1977-78)
Gretchen Makaiwi (1979-80)
Walter Mathews (1977-78, 1978-79, 1979-80)
Patricia Murphy (1978-79)
Charlene Doria Ortiz (1977-78)
Isabel Pico de Hernandez (1977-78, 1979-80)
Jane Sherman (1977-78)
Julia Sherman (1977-78)
Joan Siebert (1978-79)
Jane Siegel (1977-78, 1978-79)
Eneida Sierra (1977-78)
Carolyn Smiley-Marquez (1978-79)
Gloria Smith (1979-80)
Laura Souder (1978-79)
Ella Stotz (1978-79, 1979-80)
Eddy Tyree (1977-78)
Odette Villanueva-King (1977-78)
John Whitley (1978-79, 1979-80)
Cortez Williams (1979-80)
Lynne Woods (1977-78)

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